PSHE Map Year 9

Year 9
Intent
PSHE sessions aim to help children make choices that keep them safe, happy and healthy. They equip them with the knowledge and skills needed to be independent, responsible citizens who go on to contribute positively to society. Students learn about moral, social and cultural issues so that they have a well-rounded understanding of the world around them. PSHE sessions promote the British values of tolerance, respect, liberty, democracy and the rule of law. We are aware of the way that PSHE supports many of the principles of safeguarding and links closely to our school's Safeguarding Policy. We are aware of the important role the PSHE curriculum has in supporting school to implement the protected characteristics of The Equality Act 2010. Our PSHE (& RSE) curriculum runs in accordance with the DfE statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019.
Implementation
Our PSHE programme of study is split into three core themes. • **Core theme 1**: Relationships • **Core theme 2**: Living in the wider world and Careers • **Core theme 3**: Health and Wellbeing PSHE is taught every week during form time by form tutors who know their students well and can tailor lessons to meet specific student needs. This is 40 minutes per week and sessions are mainly discussion-based, where students are encouraged to express their opinions and ask questions. Term planning has been developed by the PSHE lead in guidance with The PSHE Association to meet the needs of our pupils. Staff have had CPD training on PSHE on inset days and through directed time; using Brook, specialist speakers and the National College. PSHE objectives are also taught throughout the whole school curriculum in various subjects such as L4L and P.E (see the PSHE Map which includes an audit across subjects). Specialist speakers in Relationships and Sex Education have delivered topics to all Year groups on topics such as Consent, Contraception, Pornography, Sexting and Sexual Harassment throughout the year. Loudmouth, Rebecca Jennings and The Banter Game Workshop are examples of external speakers/agencies that have been used. Assemblies also cover some PSHE objectives and have been delivered by the safeguarding Team (see the PSHE Map which includes an audit of assemblies).
Health and Wellbeing
Health and Wellbeing Impact
Students will know how to make good decisions about their own health and wellbeing. It will enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources. Students can discuss health as well as learning about looking after themselves and others around them. Students will explore unhealthy coping strategies in more detail than year 8, focusing on self-harm in more detail. This will equip students with how they can seek help and look out for warning signs in other young people. Students will focus on addiction for the first time, assessing risks which will equip students with the knowledge of the consequences of addiction and will reduce the risk of students going onto having an addiction later in life. Additionally, students will learn about Endometriosis, which will allow students to be aware of the condition and the struggles people face, particularly as students will be going through puberty and may experience this themselves. It will allow students to know where to access help. Students will also look at STI's which will give them an understanding of why safe sex is so important and will encourage them to make safe decisions in the future. In L4L, students will recap the importance of healthy eating and doing regular exercise but with a specific focus to how it can aid learning.

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Responsibility for own Physical Health

Core Theme: Health and Wellbeing
KS3 H19

Alzheimer's

Core Theme: Health and Wellbeing

KS3 H1
KS3 H12

Core Theme: Living in the Wider World
KS3 L23

Alcohol awareness

Core Theme: Health
KS3 H27
KS3 H5
KS3 H24
KS3 H25
KS3 H26
KS3 H31

Drugs and the Law

Core Theme: Health
KS3 R20
KS3 H24
KS3 H26
KS3 H27
KS3 H29
KS3 H28
KS3 H31

Vaccinations, organ and blood donation stem cells and hygiene

Core Theme: Health
KS3 H6
KS3 H5
KS3 H19
KS4 H19

Acid Attacks

Core Theme: Health
KS3 H30
KS3 H31
KS3 H33

Self-harm

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Core Theme: Health KS3 H11 KS3 H3 KS3 H5 KS3 H7 KS3 H8 KS3 H10 KS3 H12
Autumn Half Term 2
Body Image **Core Theme: Health** KS3 H3 KS3 H5 **Core Theme: Living in the Wider World** KS3 L24 KS3 L22 **Core Theme: Relationships** KS3 R44
STIs: **Core Theme: Health and Wellbeing** KS3 H30 KS3 H31 KS3 H35 KS3 H36 KS3 R33 KS3 R34
Endometriosis **Core Theme: Health and Wellbeing** KS3 H19 KS3 H21
Assessment of Health and Wellbeing and Feedback Survey
Relationships
Relationships Impact
This will give students the information they need to help them develop healthy, nurturing relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other types of committed relationship. It will teach acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed. Sex education will be more detailed and will focus on; readiness for sexual intimacy, teenage pregnancy, miscarriage, the dangers of pornography. This will be a step up from year 8 and will equip students with the information, skills and motivation to make healthy decisions about sex throughout their lives. It will pay particular focus to the dangers that can arise from sex

and consequences. Students will gain knowledge on Child Sexual Exploitation which will help students understand warning signs to look out for, techniques to put in place and places they can get support if they are or someone they know are affected by this. Additionally, students will explore the LGBTQAI+ community; promoting inclusivity and tolerance within students.

In L4L, students will learn the importance of promoting inclusion and how to challenge discrimination safely. This will allow students to develop into adults with the understanding of the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, and faith-based prejudice. In L4L, students will further develop and rehearse the skills of team working, equipping students with key skills invaluable to careers.

Readiness for sexual intimacy

Core Theme: Health and Wellbeing
KS3 H34

Core Theme: Relationships
KS3 R28

Teenage Pregnancy

Core Theme: Health and Wellbeing
KS3 H30
KS3 H31
KS3 H35

Core Theme: Relationships
KS3 R12
KS3 R24
KS3 R25
KS3 R28
KS3 R32
KS3 R33
KS3 R34
KS3 R35
KS3 R36

Miscarriage

Core Theme: Health and Wellbeing

KS4 H32
KS3 R22

The dangers of pornography

Core Theme: Health and Wellbeing
KS3 H3
KS3 H5

Core Theme: Relationships

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KS3 R1
KS3 R2
KS3 R5
KS3 R7
KS3 R8
KS3 R18
KS3 R24
KS3 R42
KS3 R43
KS3 R44
Core Theme: Living in the Wider World
KS3 L23
KS3 L25
KS3 L26

Spring Half Term 1
Child Sexual Exploitation
Core Theme: Relationships
KS3 R37
KS3 R30
KS3 R27
KS3 R2
KS3 R17
KS3 R24
KS3 R26
Core Theme: Living in the Wider World
KS3 L20

Abusive Relationships
Core Theme: Relationships
KS3 R37
KS3 R2
KS3 R10
KS3 R38
KS3 R31

The LGBTQAI+ Community
Core Theme: Relationships
KS3 R40
KS3 R41
KS3 R38
KS3 R3
KS3 R4
KS3 R5
KS3 R11

Human Rights Trafficking
Core Theme: Relationships
KS3 R2
KS3 R6

KS3 R10
KS3 R24
KS3 R31
KS3 R36
KS3 R37
KS3 R38

Assessment of Relationships and Feedback Survey
Living in the Wider World and Careers
Living in the Wider World and Careers Impact

Pupils will develop and demonstrate skills and attributes that will allow them to participate fully in and contribute positively to life in modern Britain. Pupils will be able to recognise legal boundaries and, in so doing, respect the civil and criminal law of England. Students will start to reflect back on previous targets set as part of careers and plan again. Students will explore what work skills are and break these down into usefulness per type of job. Students will begin to have an understanding of what Labour Market Information is and why it's important to have an understanding. Students will gain information on choosing their options and how to correctly create a CV and Cover Letter. Students will also understand the importance of helping other people in particular third world countries which allow students to develop into positive, good citizens in the community.

In L4L, students will set realistic ambitious targets and goals and work towards achieving them. This will aid in future careers. Students will develop study, organisational, research and presentation skills further which will be invaluable when taking exams and applying for jobs in the future. In L4L, students will also recognise and challenge stereotypes and family or cultural expectations that may limit aspirations which will allow students of all backgrounds to push themselves and be ambitious. Additionally, students will recognise the potential influence of extreme views on people's attitudes and behaviours and explore a range of viewpoints to broaden their own opinions about different perspectives and to be tolerant of others. In every L4L theme there is a careers-based lesson which will broaden students' knowledge on the different careers that are available.

Who are UNICEF and how do they help around the world?
Core Theme: Health
KS3 H12
KS3 H36
Core Theme: Relationships
KS3 R6
KS3 R33
KS3 R37
KS3 R47
Core Theme: Living in the Wider World
KS3 L18
Spring Half Term 2
How and why does the UK help people in other countries?
Core Theme: Living in the Wider World
KS3 L5
KS3 L17
KS3 L16

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KS3 L23
KS3 L26
What is sustainability and how can we personally live in a more sustainable way? **Core Theme: Living in the Wider World** KS3 L23 KS3 L26 KS3 L18 KS3 L3
How does the law deal with young offenders? **Core Theme: Relationships** KS3 R47 KS4 R37 KS4 R38
Exploring your own interests **Core Theme: Living in the Wider World** KS3 L2 KS3 L4 KS3 L5 KS3 L11 KS3 L12 **CDI Framework Goal** 2, 10, 15, 17 **Gatsby Benchmarks:** 1,2,3, 4
Personal Traits **Core Theme: Living in the Wider World** KS3 L2 KS3 L4 KS3 L5 KS3 L11 KS3 L12 **CDI Framework Goal** 1, 2,3, 4, 11 **Gatsby Benchmarks:** 1,2,3, 4, 8
Taking control of my future **Core Theme: Health and Wellbeing** KS3 H1 **Core Theme: Living in the Wider World** KS3 L1 KS3 L2

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KS3 L3
KS3 L6
KS3 L9
KS3 L12

CDI Framework Goal
1, 11, 12 and 16

Gatsby Benchmarks:
1,2,3, 4

Skills for Life
Core Theme: Living in the Wider World
KS3 L2
KS3 L4
KS3 L5
KS3 L11
KS3 L12
KS3 L6

CDI Framework Goal
1, 4, 11, 17 and 16

Gatsby Benchmarks:
1,2,3, 4, 8

Work skills, enterprise and the work environment

Core Theme: Living in the Wider World
KS3 L2
KS3 L4
KS3 L5
KS3 L11
KS3 L12
KS3 L16

CDI Framework Goal
1, 11, 12 and 16

Gatsby Benchmarks:
1,2,3, 4

Enterprise
Core Theme: Living in the Wider World
KS3 L2
KS3 L4
KS3 L5
KS3 L11
KS3 L12

CDI Framework Goal
4, 5, 7, 12

Gatsby Benchmarks:

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1,2,3, 4, 5, 6

What exactly is enterprise and what are enterprising skills and qualities?

Core Theme: Living in the Wider World

KS3 H1

KS3 L2

KS3 L4

KS3 L5

KS3 L11

KS3 L12

KS3 L16

CDI Framework Goal

1, 6, 11, 12 and 16

Gatsby Benchmarks:

1,2,3, 4

Summer Half Term 1

Making Informed Decision
Core Theme: Living in the Wider World

KS3 L2

KS3 L4

KS3 L5

KS3 L6

KS3 L7

KS3 L8

KS3 L9

KS3 L11

KS3 L12

CDI Framework Goal

3, 5, 14, 15

Gatsby Benchmarks:

1,2,3, 4, 5, 6

Employability – Applying and preparing for the world of work

Core Theme: Living in the Wider World

KS3 L7

KS3 L8

KS3 L11

KS3 L12

CDI Framework Goal

1, 2, 11, 12 and 16

Gatsby Benchmarks:

1,2,3, 4

Problem Solving

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Core Theme: Living in the Wider World
KS3 L2
KS3 L4
KS3 L5
KS3 L8
KS3 L12
KS3 R15

CDI Framework Goal
11, 12

Gatsby Benchmarks:
1,3, 4, 8

Interpersonal skills

Core Theme: Living in the Wider World
KS3 L1
KS3 L2
KS3 L3
KS3 L4
KS3 L9

Core Theme: Health and Wellbeing
KS3 H1
KS3 H6

CDI Framework Goal
1, 11, 12 and 16

Gatsby Benchmarks:
1,2,3, 4

Guidance for choosing your options

Core Theme: Living in the Wider World
KS3 L7
KS3 L8

CDI Framework Goal
10, 14, 15 and 17

Gatsby Benchmarks:
1,2, 3, 4 and 8

CV Planning

Core Theme: Living in the Wider World
KS3 L1
KS3 L2
KS3 L3
KS3 L4
KS3 L5

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CDI Framework Goal 1, 2, 11, 12, 15 and 16 **Gatsby Benchmarks:** 1,2, 3, 4 and 8
Labour Market Information **Core Theme: Living in the Wider World** KS3 L8 KS3 L1 KS3 L12 **CDI Framework Goal** 4, 5, 7 and 11 **Gatsby Benchmarks:** 1,2, 3, and 4
Stereotypes and Discrimination in the Workplace **Core Theme: Living in the Wider World** KS3 L10 **CDI Framework Goal** 8 **Gatsby Benchmarks:** 1,2, 3, and 4
Summer Half Term 2
Equality Act **Core Theme: Relationships** KS3 R39 KS3 R40 KS3 R41 **Core Theme: Health and Wellbeing** KS3 H1
Guest Speaker
Assessment of Living in the Wider World and Feedback Survey

In Curriculum
L4L
Careers **L12**. about different work roles and career pathways, including clarifying their own early aspirations **L8.** about routes into work, training and other vocational and academic opportunities, and progression routes

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Follow the Leader
R15. to further develop and rehearse the skills of team working
R16. to further develop the skills of active listening, clear communication, negotiation and compromise

Whose Earth is it anyway?
R16. to further develop the skills of active listening, clear communication, negotiation and compromise

Over The Top
L12. about different work roles and career pathways, including clarifying their own early aspirations
L8. about routes into work, training and other vocational and academic opportunities, and progression routes
R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships
R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice

Psychology of Learning
L1. study, organisational, research and presentation skills
H17. the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices
L3. to set realistic yet ambitious targets and goals

The Big Apple
R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships
R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice
L26. 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

Made in China
L10. to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations
L26. 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

Extended Project
L1. study, organisational, research and presentation skills

Study Skills
L1. study, organisational, research and presentation skills

Wild West
R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships
R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice

Community Week
R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online

Science

Gas Exchange Systems
H14. the benefits of physical activity and exercise for physical and mental health and wellbeing

English

Creative Worlds – Gothic
R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships
R40. about the unacceptability of prejudice-based language and behaviour, offline

and online, including sexism, homophobia, biphobia, transphobia, racism, ableism
and faith-based prejudice
R41. the need to promote inclusion and challenge discrimination, and how to do
so safely, including online
KS4 R1. the characteristics and benefits of strong,
mutual support, trust, respect and equality

Othello
R39. the impact of stereotyping, prejudice and discrimination on individuals and
relationships
R40. about the unacceptability of prejudice-based language and behaviour, offline
and online, including sexism, homophobia, biphobia, transphobia, racism, ableism
and faith-based prejudice
R41. the need to promote inclusion and challenge discrimination, and how to do
so safely, including online

P.E

H9. We discuss strategies to build resilience, as well as how to respond to disappointing setbacks.
H17. the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food
choices
H14. the benefits of physical activity and exercise for physical and mental health and wellbeing
H16. To recognise and manage what influences their choices about physical activity
R15. to further develop and rehearse the skills of team working

Maths

L16. about values and attitudes relating to finance, including debt

Drama

R15. to further develop and rehearse the skills of team working

Art

L2. to review their strengths, interests, skills, qualities and values and how to
develop them
L3. to set realistic yet ambitious targets and goals

Music

R15. to further develop and rehearse the skills of team working
R16. to further develop the skills of active listening, clear communication, negotiation and
compromise
R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships
L2. to review their strengths, interests, skills, qualities and values and how to develop them

Design

Health and Safety
H30. how to identify risk and manage personal safety in increasingly independent
situations, including online
H31. ways of assessing and reducing risk in relation to health, wellbeing and
personal safety

Markets and Clients
L10. to recognise and challenge stereotypes and family or cultural expectations
that may limit aspirations
R39. the impact of stereotyping, prejudice and discrimination on individuals and
relationships

Languages

R3. about the similarities, differences and diversity among people of different race,
culture, ability, sex, gender identity, age and sexual orientation

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H17. the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices

L12. about different work roles and career pathways, including clarifying their own early aspirations

DECCA Session – Peer Pressure – Drugs and Alcohol

H24. to evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use

H27. the personal and social risks and consequences of substance use and misuse including occasional use

H28. the law relating to the supply, use and misuse of legal and illegal substances

R20. to manage the influence of drugs and alcohol on decision-making within relationships and social situations

RSE Speaker and Nurse Sexual Health Workshop

H34. strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing

H30. how to identify risk and manage personal safety in increasingly independent situations, including online

H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety

H35. about the purpose, importance and different forms of contraception; how and where to access contraception and advice

R12. that everyone has the choice to delay sex, or to enjoy intimacy without sex

R24. that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances R18. about the concept of consent in maturing relationships

R25. about the law relating to sexual consent

R28. to gauge readiness for sexual intimacy

R32. the communication and negotiation skills necessary for contraceptive use in healthy relationships

R33. the risks related to unprotected sex

R34. the consequences of unintended pregnancy, sources of support and the options available

R35. the roles and responsibilities of parents, carers and children in families

R36. the nature and importance of stable, long-term relationships (including marriage and civil partnerships

R2. indicators of positive, healthy relationships and unhealthy relationships, including online

R5. to recognise that sexual attraction and sexuality are diverse

R7. how the media portrays relationships and the potential impact of this on people's expectations of relationships

R8. that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex

R18. to manage the strong feelings that relationships can cause (including sexual attraction)

R42. to recognise peer influence and to develop strategies for managing it, including online

R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support

R44. that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this

L23. to recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views

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L25. to make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them
L26. 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

Medical Mavericks – Health Careers
L2. to review their strengths, interests, skills, qualities and values and how to develop them
L3. to set realistic yet ambitious targets and goals
L4. the skills and attributes that employers value
L5. the skills and qualities required to engage in enterprise
L7. about the options available to them at the end of key stage 3, sources of information, advice and support, and the skills to manage this decision-making process
L8. about routes into work, training and other vocational and academic opportunities, and progression routes
L12. about different work roles and career pathways, including clarifying their own early aspirations

Assemblies

Anti-Social Behaviour
R2. indicators of positive, healthy relationships and unhealthy relationships, including online
R20. to manage the influence of drugs and alcohol on decision-making within relationships and social situations
R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support
R44. that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this
R45. about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours

Black History Month
R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships
R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice
R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online

World Mental Health Day
H7. the characteristics of mental and emotional health and strategies for managing these
H8. the link between language and mental health stigma and develop strategies to challenge stigma, myths and misconceptions associated with help-seeking and mental health concerns
H12. how to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need

Anti-bullying
R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied

Disability History Month
KS4 R5. the legal rights, responsibilities and protections provided by the Equality Act 2010

Human Rights

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L13. about young people's employment rights and responsibilities

Sexual Harassment
R12. that everyone has the choice to delay sex, or to enjoy intimacy without sex
R31. that intimate relationships should be pleasurable
R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others
R16. to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help

Aspirations and Resolutions
L12. about different work roles and career pathways, including clarifying their own early aspirations

LGBTQ+ History
R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation
R4. the difference between biological sex, gender identity and sexual orientation
R5. to recognise that sexual attraction and sexuality are diverse

The importance of Sleep
H15. the importance of sleep and strategies to maintain good quality sleep

Safer Internet
R17. strategies to identify and reduce risk from people online that they do not already know; when and how to access help
L21. to 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
L24. to understand how the way people present themselves online can have positive and negative impacts on them
L27. to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms

International Women's Day
R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation
R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships
R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice
R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online

Racial Discrimination
R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships
R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice
R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online

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Elections and Democracy
L26. 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

External Agencies

Medical Mavericks – Health Careers
L2. to review their strengths, interests, skills, qualities and values and how to develop them
L3. to set realistic yet ambitious targets and goals
L4. the skills and attributes that employers value
L5. the skills and qualities required to engage in enterprise
L7. about the options available to them at the end of key stage 3, sources of information, advice and support, and the skills to manage this decision-making process
L8. about routes into work, training and other vocational and academic opportunities, and progression routes
L12. about different work roles and career pathways, including clarifying their own early aspirations

The Banter Game TIE piece and workshop – Sexual Harassment
R12. that everyone has the choice to delay sex, or to enjoy intimacy without sex
R31. that intimate relationships should be pleasurable
R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others
R16. to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help

RSE Speaker on consent, dangers of pornography, readiness for sexual intimacy, STIs, and teenage pregnancy – Rebecca Jennings
H34. strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing
H30. how to identify risk and manage personal safety in increasingly independent situations, including online
H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety
H35. about the purpose, importance and different forms of contraception; how and where to access contraception and advice
R12. that everyone has the choice to delay sex, or to enjoy intimacy without sex
R24. that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances R18. about the concept of consent in maturing relationships
R25. about the law relating to sexual consent
R28. to gauge readiness for sexual intimacy
R32. the communication and negotiation skills necessary for contraceptive use in healthy relationships
R33. the risks related to unprotected sex
R34. the consequences of unintended pregnancy, sources of support and the options available

Nurse Sexual Health Workshop

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H34. strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing
H30. how to identify risk and manage personal safety in increasingly independent situations, including online
H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety
H35. about the purpose, importance and different forms of contraception; how and where to access contraception and advice
R12. that everyone has the choice to delay sex, or to enjoy intimacy without sex
R24. that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances R18. about the concept of consent in maturing relationships
R25. about the law relating to sexual consent
R28. to gauge readiness for sexual intimacy
R32. the communication and negotiation skills necessary for contraceptive use in healthy relationships
R33. the risks related to unprotected sex
R34. the consequences of unintended pregnancy, sources of support and the options available

Humanutopia
H1. how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing
H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)
H3. the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health
H4. simple strategies to help build resilience to negative opinions, judgements and comments
H5. to recognise and manage internal and external influences on decisions which affect health and wellbeing
H6. how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary
H7. the characteristics of mental and emotional health and strategies for managing these
H9. strategies to understand and build resilience, as well as how to respond to disappointments and setbacks
H10. a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support
R2. indicators of positive, healthy relationships and unhealthy relationships, including online
R15. to further develop and rehearse the skills of team working
R16. to further develop the skills of active listening, clear communication, negotiation and compromise
R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied
R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships
R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice
R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online