

PSHE at Key Stage 3 & Key Stage 4

PSHE is a core subject within our curriculum at The Bridge and is an offer for all young people. The importance placed on PSHE is crucial to ensure that all young people can be nurtured and empowered as citizens of the future to be school ready, work ready and life ready. The challenges of the future and the wider world are complex and evolving and we have designed a PSHE curriculum, that is taught as part of the 'RAISE' Curriculum - an immersive personal development offer - to ensure that all young people are given the opportunities to learn new ideas, concepts, and differences; appreciate the cultural differences in our community and speak openly and honestly without fear of judgement or prejudice.

Through encouraging open and honest discussions in a safe environment, learners should feel that they can ask questions about the issues that affect them without judgement, whether this be socially, physically, mentally, or academically. In return, learners should receive informed guidance and the facts to enable them to make sensible decisions that can impact their journey through adolescence and into adulthood. Learners will be taught to evaluate their actions and develop a set of positive values and beliefs, enabling them to contribute effectively to society, whilst understanding how these beliefs can create positive stepping stones towards their future. When learners leave the Bridge Centre, they will have developed a core set of values that will guide them into analysing their own behaviours, and positively question the actions and decisions they make within their current settings, whilst understanding the laws surrounding, and wider effects of those actions. They will have a clear understanding of how to establish and maintain positive relationships through all aspects of life, and how to achieve success through respecting others, planning effectively, and contributing positively to society.

The PSHE curriculum fully appreciates the demands of the statutory guidance around RSE; Health Education; SMSC and the teaching of fundamental British values.

Core Threads and Topics:

<p>Self-awareness Me, who I am, my likes & dislikes, strengths & interests.</p>	<p>Self-care, support, and safety Looking after myself and keeping safe - aspects of RSE.</p>	<p>Managing feelings Understanding feelings, how I feel, how others feel, choices & behaviour and aspects of RSE.</p>
<p>Changing and growing How I, and others, are changing, new opportunities and aspects of RSE.</p>	<p>Healthy lifestyles Being and keeping healthy; physical and mentally.</p>	<p>The world I live in Living confidently in the wider world; preparing for adulthood and financial management.</p>

Sequencing and progression

The core threads and topics for each section identify learning outcomes for each area in **progressive** stages, starting with the first stage, 'Foundation', through to the final stage, 'Advanced Expert'. Each phase builds on the one before, and learning is sequenced throughout, and in some cases introduces new or additional learning in successive columns to best meet the needs of learners.

<p>Foundation (Pre-Fundamental) <i>Effective engagement in the learning process and underpinning previous learning</i></p>	<p>Fundamental <i>Fundamental learning elements</i></p>	<p>Intermediate <i>Increasing understanding of learning</i></p>	<p>Expert <i>Deepening of application of learning</i></p>	<p>Advanced Expert <i>Applying learning in different contexts</i></p>
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Opportunities are presented for pupils (where appropriate/possible) to:

- Experience taking and sharing responsibility; Feel positive about themselves and others; Reflect on their perceptions and experiences; Develop the understanding, language, communication skills and strategies required to exercise personal autonomy wherever possible; Carry out or take part in daily personal living routines; Make real decisions (with support where necessary so that they can act upon them); Take part in group activities and make contributions; Develop and maintain positive relationships and interactions with others and Recognise and celebrate their achievements and successes.*

PSHE Theme Mapping	Phase 1a	Phase 1b	Phase 2a	Phase 2b	Phase 3a	Phase 3b
Theme mapping and learning modules.	Self-awareness SA1 – personal strengths SA2 – skills for learning SA3 – prejudice and discrimination SA4 – Managing pressure	Self-care, support & safety SSS1 – Feeling unwell. SSS2 – Feeling frightened or worried. SSS3 – Accidents & risk SSS4 – Keeping safe online. SSS5 – Emergency situations SSS6 – Public & private SSS7 – Gambling	Managing feelings MF1 – Self-esteem and unkind comments MF2 – Strong feelings MF3 – Romantic feelings and sexual attraction	Changing and growing CG1 – Puberty CG2 – Friendship CG3 – Healthy & unhealthy relationships & behaviours CG4 – Intimate, consent and contraception CG5 – Long term relationships	Healthy lifestyles HL1 – Elements of healthy lifestyles HL2 – Mental wellbeing HL3 – Physical activity HL4 – Healthy eating HL5 – Body image HL6 – Medicinal drugs HL7 – Drugs, alcohol & smoking	The world we live in WILI1 – Diversity, rights & responsibilities WILI2 – Managing online information. WILI3 – Taking care of the environment. WILI4 – Preparing for adulthood. WILI5 – Managing finances.
Links to teaching of DfE RSE Guidance	Respectful relationships including friendships - SA3, 4, 6	Families - SSS2, 6 Online media - SSS2, 3, 4, 6 Being safe - SSS2 Intimate and sexual relationships including sexual health - SSS1	Families - MF2 Respectful relationships including friendships - MF1	Families - CG2, 3, 4, 5 Respectful relationships including friendships - CG2, 3 Online media - CG4 Being safe - CG4 Intimate and sexual relationships including sexual health - CG4, 5	Intimate and sexual relationships including sexual health - HL1	Respectful relationships including friendships - WILI1
Links to teaching of Health Education	Mental wellbeing - SA1, 2	Mental wellbeing - SSS1 Internet safety & harms - SSS7 Health and prevention - SSS1, 4 Basic first aid - SSS5	Mental wellbeing - MF2		Mental wellbeing - HL2, 3 Internet safety & harms - HL5 Physical health and fitness - HL1, HL2 Healthy eating - HL4 Drugs, alcohol and tobacco - HL6, 7 Health and prevention - HL1	
Links to teaching of SMSC	Social - SA1, SA3 Cultural - SA3	Social - SSS3, 4, 5 Moral - SSS2, 3, 6	Social - MF1 Moral - MF2, MF3 Spiritual - MF2, MF3	Social - CG2, 3, 4 Moral - CG2, 3, 4, 5	Social - HL1, 2, 3, 7 Spiritual - HL2, 4, 5 Cultural - HL2, 7	Moral - WILI1, 3, 4 Spiritual - WILI1, 3, 4 Cultural - WILI1, 3
Links to teaching of Fundamental British Values	Democracy - SA2, SA3 Liberty - SA1, 2, 3, 4 Respect - SA1. 2, 3 Law - SA3 Responsibility - SA4 Tolerance - SA3	Democracy - SSS5 Liberty - SSS3, 4, 6 Respect - SSS4, 5 Law - SSS3, 4, 5, 7 Responsibility - SSS3, 4, 5, 6, 7	Liberty - MF3 Respect - MF1, MF3 Tolerance - MF2, MF3	Democracy - CG4 Liberty - CG3, 4, 5 Respect - MF3, 4, 5 Law - CG4 Responsibility - CG2, 3, 4, 5 Tolerance - CG3, 4, 5	Liberty - HL4, 6, 7 Respect - HL5 Law - HL6, 7 Responsibility - HL2, 3, 4, 5, 6, 7 Tolerance - HL5	Democracy - WILI1, WILI4 Liberty - WILI1, 3, 4, 5 Respect - WILI1, 2, 4 Law - WILI1, WILI5 Responsibility - WILI2, 3, 4, 5 Tolerance - WILI1, 4
Links to teaching of RAISE Values	Respect - SA1. 2, 3 Aspiration - SA2, 2, 4 Independence - SA1, 2 Success - SA1, 2, 4 Engagement - SA2	Respect - SSS4, 5 Aspiration - SSS3, 4, 5, 6 Independence - SSS5, 6 Success - SSS5, 6, 7 Engagement - SSS 4, 5	Respect - MF1, MF3 Aspiration - MF3 Independence - MF2 Success - MF1,3 Engagement - MF1	Respect - MF3, 4, 5 Aspiration - CG5 Independence - CG3 Success - CG3, 5 Engagement - CG2	Respect - HL5 Aspiration - HL2, 3 Independence - HL2, 3, 4, 5 Success - HL5 Engagement - HL1	Respect - WILI1, 2, 4 Aspiration - WILI4, 5 Independence - WILI4 Success - WILI 2, 3, 5 Engagement - WILI3, 4, 5

Medium Term Planning

Foundation (Y7)	Phase 1a	Phase 1b	Phase 2a	Phase 2b	Phase 3a	Phase 3b
Theme mapping	Self-awareness	Self-care, support & safety	Managing feelings	Changing and growing	Healthy lifestyles	The world we live in
<p>Learning Outcomes</p> <p><i>Sound understanding of powerful knowledge becomes...</i></p> <p><i>Successful application of transferable skills</i></p>	<p>SA1 - Respond to stimuli about what we are good at and/or enjoy. Describe what we are good at and/or enjoy.</p> <p>SA2 – Respond to stimuli about what we enjoy learning about in school. Identify some things that make us special and unique as learners. Describe what we like and dislike doing as learners.</p> <p>SA3 – Respond to stimuli about people who are different to us in different ways. Describe what it means to treat others in a kind and fair way.</p> <p>SA4 - Respond to stimuli which depict kindness and unkindness. Describe and give examples of what it means to be kind and unkind. Identify some of the ways of telling a trusted adult if someone is being unkind to us.</p>	<p>SSS1 - Respond to stimuli about what it means to feel unwell; show awareness of how to indicate to someone that we are feeling unwell. Describe the difference between feeling well and feeling unwell; demonstrate how to let someone know that we are feeling unwell.</p> <p>SSS2 - Respond to stimuli about feeling frightened or worried. Respond to stimuli about how to keep our bodies safe (appropriate and inappropriate contact). Respond to adult modelling about ways to indicate to others that we need help. Explain what being frightened or worried means. Demonstrate simple ways to communicate that we are frightened or worried. Describe in simple terms what it means to take care of our bodies and keep them safe.</p> <p>SSS3 — Respond with curiosity to stimuli about what is meant by keeping safe. Describe what is meant by personal safety. Explain what is meant by something being an accident.</p> <p>SSS4 - Respond with curiosity to stimuli about different ways of keeping safe online. Describe what keeping safe online means.</p> <p>SSS5 — Respond with curiosity to stimuli about people who keep us safe at school and at home. Identify rules and procedures in school that help keep us safe.</p> <p>SSS6 —Respond to stimuli about things that are public and things that are private. Explain what is meant by private and what is meant by public. Identify some things that should be kept private, and some things that are okay to share with our special people, friends, or with everyone.</p>	<p>MF1 - Respond with curiosity to stimuli about all the different ways in which we are special. Identify feelings associated with feeling good about ourselves.</p> <p>MF2 — Respond to stimuli about different feelings we might experience. Respond to stimuli about how different feelings may be expressed. Describe how we might feel, look, and sound when we are happy or unhappy. Identify a range of feelings, where we might feel them in our body, and how they might make us behave.</p> <p>MF3 - Respond with interest to stimuli about people we like or know.</p>	<p>CG1 — Respond with curiosity to stimuli about the ways in which we change as we get older. Identify some of the different ways we have changed as we have grown older.</p> <p>CG2 — Respond to stimuli about different kinds of friendship. Describe what having or being a friend means. Identify different kinds of friendship and ways in which friendship is important.</p> <p>CG3 — Healthy/unhealthy relationship behaviours. Respond with curiosity to stimuli about different positive relationships we have in our lives. Identify some key features of positive friendships/relationships, and how they can make us feel. Identify times when we might feel angry or sad because of someone’s behaviour towards us.</p> <p>CG4 - Respond to stimuli about romantic relationships. Identify instances in or out of school when we might need to seek permission or receive consent. Demonstrate how to ask for permission (get consent) before we borrow or take something from someone. Demonstrate ways to indicate to others that we are happy/willing or not happy/unwilling to do something (giving and not giving permission/ consent). Identify the similarities and differences between friendships and romantic/intimate relationships. Identify whom we can talk to about relationships.</p>	<p>HL1 — Respond to stimuli showing different aspects of a healthy lifestyle. Recognise what is meant by a healthy lifestyle.</p> <p>HL2 — Respond to stimuli about things we like to do which make us feel calm and relaxed. Identify things we can do to help ourselves when we feel worried or stressed.</p> <p>HL3 - Respond to stimuli about different kinds of physical activity and exercise. Identify different kinds of physical activity and exercise.</p> <p>HL4 - Respond to stimuli about different kinds of food and drinks. Identify our favourite foods and drinks.</p> <p>HL5 - Respond to stimuli showing different images of young people. Identify and describe some different images of young people in pictures, magazines, TV programmes and social media.</p> <p>HL6 - Respond to stimuli about different health professionals (doctors, dentists, nurses) and how they take care of us. Recognise what is meant by a ‘medicine’.</p> <p>HL7 - Respond to stimuli about taking care of our body. Identify some substances people might swallow, drink or inhale that could be harmful to their health. Describe what alcohol is and how alcoholic drinks are different to non- alcoholic drinks.</p>	<p>WILI1 —Respond with interest to stimuli about the ways in which people can be the same and be different. Respond with interest to stimuli about rules and routines there are in school. Identify some of the similarities and differences between young people of our age. Identify what is meant by having rules in school, at home and in the wider world.</p> <p>WILI2 - Respond with curiosity to stimuli about online advertising. Recognise that not everything we see online is ‘real’ or ‘true’.</p> <p>WILI3 — Respond with curiosity to stimuli about the natural environment. Identify living things that people can care for (e.g. house plants, pets, gardens).</p> <p>WILI4 - Respond to stimuli about adult life. Respond to stimuli about the different job’s adults do in school. Recognise different types of living arrangement, including adult care, residential care and living independently. Explain what is meant by having a ‘job’,</p> <p>WILI5 — Respond with curiosity to adult modelling of the uses of money. Describe in simple terms what money is and how it is used. Recognise that money we get from cash machines or through ‘cashback’ in the supermarket etc. is our money.</p>

		SSS7 — Respond with curiosity to stimuli about risk and chance. Recognise simple examples of 'taking a chance'				
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Fundamental (Y8)	Phase 1a	Phase 1b	Phase 2a	Phase 2b	Phase 3a	Phase 3b
Theme mapping	Self-awareness	Self-care, support & safety	Managing feelings	Changing and growing	Healthy lifestyles	The world we live in
Learning Outcomes <i>Sound understanding of powerful knowledge becomes...</i> <i>Successful application of transferable skills</i>	<p>SA1 - Identify some of our own personal strengths and skills (things we are good at or can do well).</p> <p>SA2 - Describe our own learning targets or goals. Describe the ways we like to learn. Identify the difference between a short-term target and an aspirational, long-term goal.</p> <p>SA3 - Recognise that everyone is unique and special, and no one should be treated unfairly. Recognise what prejudice means. Explain what it means to discriminate against someone.</p> <p>SA4 - Explain what is meant by teasing, hurtful, and bullying behaviour. Explain how we do not need to put up with someone being unkind, hurtful, abusive to, or bullying, us. Recognise what is meant by peer pressure and peer influence.</p>	<p>SSS1 - Identify how we can tell if we are unwell (including possible symptoms). Describe in simple terms how germs can be spread to others. Identify whom to tell if we feel unwell. Identify useful phrases or vocabulary to use to let someone know that we feel unwell. Explain why it is a good idea to ask for help quickly if we feel unwell.</p> <p>SSS2 - Demonstrate some simple strategies we can use if we are feeling frightened or worried. Identify who is responsible for keeping us safe and explain the importance of helping to keep ourselves safe. Explain what unwanted physical contact means. Explain that we should always tell someone if anyone makes us feel worried or uncomfortable, whoever they are. Demonstrate simple ways of communicating to others that we need help.</p> <p>SSS3 - Explain what is meant by the terms risky (something that could go wrong/have harmful consequences) and dangerous (something that will always hurt us, e.g. fire). Identify some behaviours that might be risky.</p> <p>SSS4 - Explain what is meant by social media and how people use social media. Recognise that not all information seen online is true. Explain how other people's identity online can be different from what it is in real life.</p> <p>SSS5 - Identify some examples of school procedures that help us keep safe (e.g. fire or emergency evacuation drills, corridor rules, playground rules). Explain how to report an accident in school. Identify examples of what is meant by an emergency. Identify sources of immediate help in an</p>	<p>MF1 - Identify things we can do which help us to feel good about ourselves.</p> <p>MF2 - Recognise when others may be feeling happy or unhappy from their facial expression and body language. Describe strong emotions (e.g. anger, fear, frustration, excitement, anxiety, jealousy).</p> <p>MF3 - Identify what it means to like someone.</p>	<p>CG1 - Describe some of the new opportunities and responsibilities we have experienced as we have grown older. Identify some of the different stages of change as people progress from birth to adulthood (physical, emotional, social). Explain why puberty happens.</p> <p>CG2 - Identify occasions when we might need the support of friends. Give examples of how we can show support to our friends. Describe how we can let friends know that we need their help and support.</p> <p>CG3 - Identify our expectations of friendships/ relationships (e.g. spending time together, sharing interests). Describe the positive qualities people bring to relationships (e.g. kindness, support, being able to compromise, listening, sharing feelings or worries).</p> <p>CG4 - Identify different types of intimate relationships including same-sex relationships. Describe how strong emotions (including sexual attraction) might make people feel. Explain what seeking and giving/not giving consent means in relationships, that we have the right to say 'no' or 'please stop' to anything we feel uncomfortable about and demonstrate how we might do this. Recognise what sex means, what happens during sexual activity and that consequences of sex might include pregnancy and sexually transmitted infections (STIs). Recognise that contraception, including condoms, can help prevent pregnancy and some STIs. Explain the difference between appropriate and</p>	<p>HL1 - Identify different ways that people can live a healthy lifestyle. Describe how to take care of dental health (e.g. how to brush teeth correctly/ use floss, food and drink that support dental health and why regular check-ups at the dentist are important).</p> <p>HL2 - Recognise what mental health and emotional wellbeing are. Suggest some simple ways to maintain our emotional wellbeing (e.g. relaxing, being with friends/family, listening to music).</p> <p>HL3 - Identify our favourite forms of physical activity and exercise. Identify some of the benefits of being physically active, and possible consequences of inactivity.</p> <p>HL4 - Describe our favourite foods and drinks and give reasons for our choices. Identify foods we can eat all the time which are good for us. Identify foods that should only be eaten occasionally.</p> <p>HL5 - Describe our thoughts and feelings about how different bodies are portrayed in the media.</p> <p>HL6 - Identify the difference between over-the-counter medicines and those prescribed by a doctor.</p> <p>HL7 - Identify some common legal drugs (e.g. nicotine and alcohol). Recognise that there are special rules (laws) around the selling and consumption of nicotine and alcohol, and why they exist. Identify some benefits of not smoking/vaping or drinking alcohol, or of delaying use. Recognise that most young people choose not to smoke/vape, drink alcohol or use drugs.</p>	<p>WILI1 - Describe some of the similarities, differences, and diversity among people of different race, faith and culture. Describe what is meant by rights and responsibilities.</p> <p>WILI2 - Recognise that advertising online is targeted at individuals. Recognise that not everything we see or read online is trustworthy; that some things that are written about are not real and are 'fake'.</p> <p>WILI3 - Recognise different ways of showing compassion to other living things (e.g. wildlife, pets).</p> <p>WILI4 - Recognise that there are different ways of financing adult life and independent living (e.g. paid work, personal independence payments). Recognise that there are different types of employment e.g. paid/ unpaid (voluntary), full time/part time, work placements. Describe different jobs that family members, friends and people in the community may do</p> <p>WILI5 - Describe different ways in which people might acquire money. Identify some ways that money can be kept safe. Explain how other people make things for us that we can't make ourselves or provide us with services that we can't do for ourselves.</p>

emergency (e.g. adults in school, and demonstrate how we would attract their attention).
SSS6- Explain that no one has the right to make us share a photo of ourselves, or give information about ourselves or others, online. Identify reasons why being asked to share a photo of ourselves might not be a safe thing to do. Explain why it is important to talk with a trusted adult before deciding whether to share a photo or personal information.
SSS7 - Explain what is meant by the term 'gambling' and identify places and ways this might take place. Identify what it means to 'win' or 'lose' in relation to gambling.

inappropriate relationship behaviours in public places.

Intermediate (Y9)	Phase 1a	Phase 1b	Phase 2a	Phase 2b	Phase 3a	Phase 3b
Theme mapping	Self-awareness	Self-care, support & safety	Managing feelings	Changing and growing	Healthy lifestyles	The world we live in
Learning Outcomes <i>Sound understanding of powerful knowledge becomes...</i> <i>Successful application of transferable skills</i>	SA1 - Demonstrate how to recognise and appreciate personal strengths in other people. SA2 - Describe simple strategies we can use to help us be organised in our learning. Explain how we might achieve our targets and goals (e.g. breaking longer-term goals down into several short-term targets). SA3 - Identify some examples of different forms of prejudice and discrimination we may have seen/heard about (e.g. based on religion, gender, age, race, disability, sexual orientation). SA4 - Identify some of the ways in which pressure might be put on us by other people, including online. Describe ways we might challenge peer pressure. Identify different types of bullying (including online) and what the impact of bullying might be. Identify strategies to help us if we are being bullied, including online. Describe how to recognise the difference between friendship groups and gangs; describe some of the risks of becoming part of a gang.	SSS1 - Identify some things we can do to take care of our physical wellbeing and our mental wellbeing. Describe simple things we can do if we are not feeling well. Demonstrate simple hygiene routines that can prevent the spread of germs (bacteria and viruses). Recognise some situations where we might need to ask someone for help with our mental wellbeing (e.g. feeling unhappy or depressed, disrupted sleep pattern, not wanting to eat/over-eating). Identify some of the terms that are used to describe when someone is emotionally/mentally unwell. SSS2 - Explain why no one has a right to make us feel frightened or uncomfortable and how to recognise harassment, including online. Explain what is meant by 'personal space'. Describe ways we can safely challenge unwanted physical contact and ask for help. Explain or demonstrate strategies for communicating that we need help in different situations. Give reasons why it might be necessary to keep telling trusted adults until we or someone in trouble gets the help needed. SSS3 - Describe some situations and behaviours in and out of school, including online, which may not be safe or may entail risk. Identify trusted adults who can help us in risky situations and strategies we can use to help ourselves. SSS4 - Describe some ways in which social media can be used in a safe and positive way. Identify what we should do before we 'like', 'forward' or 'share' on social media and how this helps to keep us safe online. Identify some	MF1 - Identify things that we may say or do that could affect how we or others feel about us. Identify things that others may say or do that could affect how we feel about ourselves. MF2 - Give examples of when we might feel strong emotions. Describe some simple strategies we can use to feel and stay happy. Identify how we can help others who may be feeling unhappy. Identify whom to ask or tell if we are feeling unhappy and/or need help. MF3 - Describe the difference between 'liking' someone and 'fancying' someone.	CG1 - Describe the specific physical and emotional changes that happen during puberty, including menstruation, wet dreams, skin and voice changes, body hair, mood swings. Explain aspects of personal hygiene that we can take responsibility for, and why this is important during puberty. CG2 - Identify occasions when our friends might need our support. Explain that we might disagree with someone and still be friends. Demonstrate ways to manage friendship disagreements restoratively. Recognise that friends do not always know what is best for each other. CG3 - Explain how we expect people to behave towards us in friendships and relationships. Identify the differences between positive/healthy and negative/unhealthy relationships. Identify people we can talk to about relationships. CG4 - Define what intimacy means. Identify readiness (emotional, physical and social) for a relationship that may include sex. Identify expectations we may have of being in a romantic/intimate/physical relationship, which may include sex. Recognise that although it may seem (in the media etc.) that everyone is having a sexual relationship, in reality this is not the case. Describe simple ways to check if consent is being given and ways of assertively giving, not giving and withdrawing consent. Explain that there are laws about the legal age of consent for sexual activity. Identify how others may manipulate/persuade us to do things we do not want to do or do not like. Describe ways we can take	HL1 - Explain what a healthy lifestyle means, including the importance of healthy eating, sleep, personal hygiene, dental health, physical exercise and emotional wellbeing. Describe how we may feel if we don't get enough sleep, and strategies for maintaining good sleep patterns. Identify some simple strategies to help make positive choices about our health and wellbeing. HL2 - Explain the link between physical health and mental wellbeing. Recognise when we need help with mental health or emotional wellbeing and whom we can speak to. Explain why it is important to seek help for ourselves or others if we are worried about unhealthy coping behaviours (e.g. self-harm or disordered eating). HL3 - Describe some of the physical and mental health benefits of regular exercise. HL4 - Explain what we mean by a healthy, balanced diet. Explain what makes some foods better for our health than others. HL5 - Identify some ways in which images of people may be manipulated in the media/social media and therefore not reflect reality. Explain why some people might want to change the way they look. Recognise what is meant by body image. HL6 - Identify some examples of over-the-counter medicines. Describe how medicines, when used responsibly can help us to take care of our health (e.g. painkillers when we have a headache). HL7 - Explain that there are special rules (laws) around supplying or possessing illegal substances, and	WIL1 - Recognise what we all have in common, despite differences (e.g. in age, ability, sex, sexual orientation and gender identity). Identify some of the different kinds of rights and responsibilities we have in and outside school. WIL2 - Describe simple steps to take to check if something we see online is trustworthy. Identify some of the techniques that advertisers might use to get our attention or persuade us to believe something is true, and what their motives might be. WIL3 - Describe shared responsibilities we all have for taking care of other people, living things and the environment we live in. WIL4 - Identify our aspirations for adult life (which may or may not include employment and independent living). Describe the kind of job we might like to do when we are older and what we expect it to be like. Recognise that some jobs are paid more than others and money is one factor which may influence a person's job or career choice. WIL5 - Explain what is meant by earning, spending, and saving money. Identify some ways in which we are encouraged to spend money, including online. Describe the consequences of losing money or spending more than we have.

		<p>possible risks of using social media. Describe how we can respond, including getting help, if we see or are sent upsetting or inappropriate online content.</p> <p>SSS5 - Explain actions that we all have to undertake in school to keep safe (e.g. lining up, keeping quiet, and why these are essential). Identify examples of what would and would not be an emergency situation and suggest some ways to respond. Identify emergency services that could help us.</p> <p>SSS6 - Identify aspects of our lives that we may wish to keep private, even if others choose to share these things about themselves. Identify what is appropriate and inappropriate to share online. Identify trusted adults who can help us if someone tries to pressurise us online. Explain how to manage requests to share a photo, or information about ourselves or others online, including how to report.</p> <p>SSS7 - some reasons why people might choose to gamble. Identify the risks associated with chance-based transactions (including in-game purchases) and gambling, including online.</p>		<p>care of our own sexual health and that of others (e.g. using condoms to help prevent STIs). Identify where and how to obtain condoms and describe how to use them safely. Identify sources of support with relationships and sex.</p>	<p>why they exist. Describe some of the risks and possible consequences of drinking alcohol, smoking and other drugs on the body. Identify how misusing substances/alcohol might impact on relationships. Identify when, why and how to ask for help in relation to drugs and alcohol.</p>	
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Advanced (Y10)	Phase 1a	Phase 1b	Phase 2a	Phase 2b	Phase 3a	Phase 3b
Theme mapping	Self-awareness	Self-care, support & safety	Managing feelings	Changing and growing	Healthy lifestyles	The world we live in
Learning Outcomes <i>Sound understanding of powerful knowledge becomes...</i> <i>Successful application of transferable skills</i>	<p>SA1 - Explain how what others say and think about us can positively and negatively affect the way we feel about ourselves. Identify some simple strategies to help manage negative opinions/ comments.</p> <p>SA2 - Describe how it feels to achieve a target. Demonstrate ways we can develop our strengths and skills through practice. Identify some ways in which our current learning will help us in the future.</p> <p>SA3- Explain what stereotyping means. Demonstrate simple constructive strategies for responding to prejudice and discrimination.</p> <p>SA4 - Describe strategies that can be used if someone is using pressure to persuade us to do something, including online. Recognise the responsibilities of bystanders to report bullying and hurtful behaviour. Identify trusted adults/ services that can help us if we or someone we know has been the target of unkind, hurtful, abusive, or bullying behaviour, including online.</p>	<p>SSS1 - Describe how following simple routines can reduce the spread of germs (bacteria and viruses) and why this is important. Identify some of the items we might use to support personal hygiene (e.g. soap, toothpaste, flannel, sponge, shower gel, antiperspirant). Identify some ways we can take increased responsibility for looking after our physical and mental health. Explain why it is as important to tell someone we trust if we are feeling emotionally (mentally) unwell as it is when we feel physically unwell.</p> <p>SSS2 - Describe how it might feel when someone encroaches on our personal space. Give examples of when it is or is not appropriate to be in someone else's 'personal space'. Explain how feeling frightened, worried, or uncomfortable is one of the ways we know that something is wrong. Explain that some actions (e.g. assaulting someone and harassment) are crimes, and how to respond, including reporting to police.</p> <p>SSS3 - Identify ways of reducing risk and keeping safe in the street, on roads, during travel, in the park, on our own. Explain how the inappropriate use of mobile phones can contribute to accidents (e.g. looking at phone while crossing the road).</p> <p>SSS4 - Explain rules for keeping safe when using different social media platforms. Identify sources of advice and support, and ways to report online concerns. Identify how to make safe, reliable choices from search results.</p> <p>SSS5 - Describe how to call 999 in the case of an emergency. Demonstrate some simple first aid</p>	<p>MF1 - Explain the difference between helpful/kind and unhelpful/unkind comments. Demonstrate simple strategies to help manage our feelings about unhelpful/unkind comments.</p> <p>MF2 - Identify some responses to feeling unhappy that might be unhelpful and give reasons why they are unhelpful. Describe how when we feel strong emotions, we might feel like doing something we wouldn't usually do; how this could affect ourselves or other people. Describe how to manage strong emotions by using simple strategies to help ourselves and others.</p> <p>MF3 - Explain how part of growing up might be to experience strong feelings about people we like or fancy. Explain that people can 'like' or 'fancy' someone of the same or different gender, race, ability, or religion. Demonstrate appropriate use of the vocabulary associated with sex, sexual reproduction, gender identity and sexual orientation.</p>	<p>CG1 - Identify the functions of the reproductive organs, including how conception occurs. Describe the different stages of reproduction, pregnancy, and birth.</p> <p>CG2 - Describe ways in which friendships might change over time. Explain that sometimes friendships may end, through choice or circumstances. Demonstrate strategies for managing feelings about friendships as they change and develop.</p> <p>CG3 - Identify the aspects of relationships that we are responsible for (e.g. being respectful, honest and kind). Identify positive strategies to manage inappropriate behaviour towards us. Recognise that some types of behaviour within relationships are against the law (e.g. hitting/ hurting someone, telling someone what to do all the time, not allowing someone to make choices). Identify what we can do if we are worried or concerned about an unhealthy relationship.</p> <p>CG4 - Identify different levels of intimacy (physical/sexual) within relationships and their associated risks. Describe ways to manage others' expectations in relationships and our right not to be pressurised to do anything we do not want to do. Explain that if someone fails to respect another person's right to not give their consent, then they are committing a serious crime. Demonstrate different strategies to deal with manipulation/persuasion in relationships. Recognise that the portrayal of sex in the media and social media (including pornography) is an unrealistic</p>	<p>HL1 - Describe strategies for maintaining a healthy lifestyle, including balancing time spent on work, leisure, physical activity, online activities, and sleep. Explain why it is important to have enough sleep.</p> <p>HL2 -Describe some healthy coping strategies that can help if we are struggling to maintain our emotional wellbeing. Describe how we can help friends or family who might be feeling stressed or unhappy. Identify things that can prevent people from seeking help with mental health issues (e.g. stigma).</p> <p>HL3 - Explain some of the long-term benefits of regular physical activity and exercise. Identify and challenge common stereotypes relating to physical activity.</p> <p>HL4 - Describe some of the long-term benefits of a healthy diet. Explain some of the risks of consuming food and drinks with high sugar or caffeine content.</p> <p>HL5 - Identify some influences on young people to look a particular way, and the impact of these on emotional wellbeing. Explain what is meant by self-esteem. Describe some ways we can maintain self-esteem in relation to body image.</p> <p>HL6 - Recognise the importance of taking over the counter and prescribed medicines correctly.</p> <p>HL7 - Explain how drugs/alcohol can affect how people feel, influence their ability to make decisions and can contribute to causing accidents. Describe how pressure to use substances can come from a variety of sources, including people we know. Explain why we might put ourselves under pressure to try substances such as smoking and drinking (e.g. to fit in</p>	<p>WIL11 - Explain the benefits of diversity for our friendships and our community. Identify why stereotyping is unfair. Recognise that everyone has 'human rights' and that the law protects these rights. Identify some of our rights to different opportunities in both education and work.</p> <p>WIL12 - Explain that information from our internet use is gathered, stored, and used by external organisations. Identify organisations/ websites that can help us or other people with concerns about something seen or experienced online.</p> <p>WIL13 - Explain how every day choices can affect the environment positively (reducing, reusing, recycling) and negatively (single-use plastic, waste, pollution).</p> <p>WIL14 - Demonstrate skills for independent living (e.g. safe travel, shopping and meal preparation). Explain what strengths, skills and qualifications someone might need to do the jobs that interest us. Describe some of the things that help to keep people healthy and safe at work (that there are laws to protect people). Describe the steps to getting a job (e.g. looking for a job, writing a CV, going for an interview).</p> <p>WIL15 - Explain what is meant by the terms 'afford', 'borrow' and 'lend' (in the context of money). Explain the difference between essential and luxury purchases. Demonstrate skills for budgeting and managing potential income (salary, personal independence payments) as we become more independent.</p>

		<p>procedures (e.g. putting someone in the recovery position; when not to move someone; responding to nosebleeds or cuts).</p> <p>SSS6 - Describe specific ways of keeping ourselves safe online (e.g. secure passwords, never giving out personal details or passwords, not lending our mobile phone, covering our computer's camera when not in use). Recognise that sharing and/or viewing sexual images of anyone under 18 (including those created by anyone under 18) is against the law. Explain what could happen next (e.g. police involvement, parent/carer involvement, prosecution) and the impact on self and others.</p> <p>SSS7 - Describe some influences or pressures on people to gamble (e.g. advertising, friends). Identify where and from whom to get help with gambling if we are worried about ourselves or others.</p>		<p>representation of sexual behaviour and can affect people's expectations of relationships and sex. Describe some forms of contraception, their correct use and where and how they can be accessed. Explain what STIs are (including HIV), how they can be tested for and why it is important that they are treated. Explain how and when to access sexual health services.</p>	<p>or not to feel left out). Describe or demonstrate strategies to resist pressure to smoke, drink alcohol or use illegal drugs.</p>	
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Enhancement (Y11)	Phase 1a	Phase 1b	Phase 2a	Phase 2b	Phase 3a	Phase 3b
Theme mapping	Self-awareness	Self-care, support & safety	Managing feelings	Changing and growing	Healthy lifestyles	The world we live in
<p>Learning Outcomes</p> <p><i>Sound understanding of powerful knowledge becomes...</i></p> <p><i>Successful application of transferable skills</i></p>	<p>SA1 - Describe what other people might perceive our personal strengths, talents and skills to be. Explain that how we feel about ourselves (self-esteem) can be affected by what is happening in our lives. Give reasons why media, including social media can affect how people feel about themselves.</p> <p>SA2 – Give examples of how our personal strengths, interests and skills may help us in our future lives, choices or employment. Identify ways of managing emotions in relation to future employment aspirations.</p> <p>SA3 - Recognise that stereotypes based on religion, gender, age,</p>	<p>SSS1 - Identify some of the people and organisations that can provide reliable support and advice if we are physically or mentally unwell. Explain how we know we can trust these people and organisations to give us advice that will help us (e.g. GP, school nurse, NHS, Childline, Young Minds). Explain why 'self-diagnosis' from websites can be inaccurate or potentially harmful. Explain what is meant by immunisation and vaccination and why people might be immunized or vaccinated. Explain how and why to carry out self-examination as a way of checking for specific conditions (cancer), including</p>	<p>MF1 - Demonstrate polite and assertive ways of challenging unkind comments directed at us or others.</p> <p>MF2 - Explain or demonstrate things we can do to help and support others when they are experiencing strong emotions. Recognise signs that we or someone we know might need help to cope with strong emotions and whom to speak to. Identify reliable and trustworthy sources of support for a range of relevant issues, including online (e.g. Childline, Thinkuknow.co.uk).</p> <p>MF3 - Recognise that everyone of all genders and sexual orientation</p>	<p>CG1 - Evaluate how emotions may change as we get older and are no longer children. Recognise that fertility changes over time and in response to some lifestyle factors.</p> <p>CG2 - Demonstrate how we might end a friendship positively. Identify reliable and appropriate sources of support for ourselves and our friends.</p> <p>CG3 - Demonstrate strategies to help us negotiate and assert our rights in a relationship. Explain what is meant by compromise and demonstrate some ways to compromise. Explain how the media portrayal of relationships may not reflect real life but may</p>	<p>HL1 - Describe what might affect choices we make about our health, e.g. healthy eating (advertising), physical activity (playing on the computer, restrictions due to health conditions) sleep (worries, stress, social media). Describe strategies for managing pressures and influences on healthy lifestyle choices.</p> <p>HL2 - Identify reliable sources of advice and support for mental health and emotional wellbeing. Identify some strategies for challenging stereotypes and stigma relating to mental health.</p> <p>HL3 - Describe the challenges that can prevent us from exercising and</p>	<p>WILI1 - Explain that different cultures and faith groups have the right to practise their customs and beliefs within British law. Explain how stereotypes (e.g. based on sex, gender, race, religion, age, sexual orientation or disability) can lead to discrimination. Describe how to safely challenge stereotyping or discrimination when we witness or experience it. Identify whom we can talk to if we are worried about our rights or those of other people.</p> <p>WILI2 - Explain the influence that fake news can have on people's opinions, attitudes to others and understanding of the world.</p>

	<p>race, disability or sexual orientation, can cause harm (e.g. how they might normalise non-consensual behaviour or encourage prejudice). SA4 - Describe how we can sometimes put ourselves under pressure to do what others are doing, or what we think others want us to do. Explain ways of safely responding if we experience or witness unacceptable behaviours. Identify reasons why we might put ourselves under pressure, and how others may apply pressure or encourage us to join a group or a gang; exit strategies and how to access appropriate support. Describe the risks and law relating to carrying a weapon.</p>	<p>breast and testicular self-examination. SSS2 - Explain that someone we like may not always be trustworthy. Demonstrate what we can say or do and whom we can tell if we are concerned about our own or someone else's personal safety. Explain what we should say, do and whom to tell if we, or someone we know, fears that they will experience, or have already experienced FGM, and that it is never that person's fault. Explain that removing or injuring female genitalia for non-medical reasons (Female Genital Mutilation/FGM) is wrong and illegal, even if adults think it is necessary. SSS3 - Explain why, although we cannot prevent all accidents from happening, it is still important to still take steps to reduce and manage risk. Explain when and why taking a risk can be positive (e.g. trying something new). SSS4 - Explain how some behaviours on social media might damage friendships and relationships. Explain some steps we can take to take care of our own and other people's safety and wellbeing when using social media. Recognise that data about us can be collected online, and used, for example, to determine what information and advertising we are shown. Identify some ways in which we can recognise when we are being manipulated by online content or contact, and ways to respond. Describe or demonstrate help-seeking strategies to support online safety (e.g. knowing how to block people on social media, using the CEOP report button). SSS5 - Describe how adults might communicate to us that something is an emergency (e.g. vocabulary that adults might use). Explain why it is essential to follow instructions in an emergency in and outside</p>	<p>is unique, special, and worthy of respect. Identify reliable sources of advice and explain how to seek advice and help regarding gender, sexuality, and intimate relationships, including managing feelings about these.</p>	<p>affect our expectations. Identify sources of support for us or someone we know who is experiencing abusive behaviour. CG4 - Explain that consent must be sought and freely given before any sexual activity and how to tell if someone is giving or not giving their consent. Identify how saying 'yes' under pressure is not consent, and is not the same as freely given, enthusiastic consent. Describe how alcohol/ drugs may influence choices we or others make in relationships, including sexual activity. Evaluate the advantages and disadvantages of different forms of contraception for different individuals. Recognise that viewing pornography can have ongoing harms and where and how to access help if concerned. Describe different reliable sources of support regarding relationships, sex and sexual health and how to access them.</p>	<p>suggest ways to overcome them. Identify ways of motivating ourselves to take exercise. HL4 - Explain some of the influences on our food choices and strategies for managing this influence. HL5 - Identify some of the risks associated with cosmetic/ aesthetic procedures (e.g. piercings, tattoos, tanning). Explain why advertisers might use manipulated images and how recognising this might influence our responses. HL6 - Explain that all drugs can have risks to health, even if they are legal or have been prescribed. HL7 - Explain long term personal and social risks of substance misuse. Describe what is meant by someone having a 'habit', or 'addiction' in terms of substance misuse. Identify reliable sources of support or advice if we are worried about ourselves or someone else in relation to substance misuse.</p>	<p>WILI3 - Identify our feelings and values in relation to climate change and the environment. WILI4 - Describe some of the choices available at the end of Key Stage 4, including employment, further study, apprenticeships, work placements. Demonstrate some of the skills that can help someone to get a job (e.g. interview techniques, communication and team- working skills). Describe how to manage our feelings in relation to living independently, and whom we can talk to if we are worried. Identify people and organisations that can provide advice and support for our future employment. WILI5 - Explain what is meant by 'debt' and 'credit'. Describe some simple examples of what is meant by 'value for money'. Explain the benefits and identify different methods of saving for the future. Identify what we can do if something we buy is faulty or we want to return it (our legal rights). Demonstrate enterprise skills (e.g. participation in a mini enterprise project).</p>
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		<p>school. Recognise what a defibrillator is and when one might be needed. Explain what you might do, including whom to tell and what to say, in the event of an emergency when we are out without an adult.</p> <p>SSS6 - Explain that there are online 'scams' (ways that people may try to trick us online); identify what some of these ways of deceiving people might be (e.g. phishing, fake email addresses). Explain and demonstrate how to ask for help and whom to go to if we have seen something upsetting or done something online that we are now worried about or regret.</p> <p>SSS7 - Identify some strategies game apps or advertising might use to encourage online gambling and chance-based purchases (e.g. loot boxes). Explain some strategies for managing influences related to gambling.</p>				
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Cross reference of themes to statutory guidance

Topic	Content from DfE Statutory Guidance on Relationships & Sex Education By the end of secondary school pupils should know	PSHE Curriculum Cross-Reference
Families	that there are different types of committed, stable relationships.	Changing and Growing: CG4, CG5
	how these relationships might contribute to human happiness and their importance for bringing up children.	Changing and Growing: CG3
	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)	Changing and Growing: CG5
	why marriage is an important relationship choice for many couples and why it must be freely entered into.	Changing and Growing: CG5
	the characteristics and legal status of other types of long-term relationships.	Changing and Growing: CG3, CG5
	the roles and responsibilities of parents with respect to the raising of children, including characteristics of successful parenting.	Changing and Growing: CG5
	how to: determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationships is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.	Managing Feelings: MF2 Changing and Growing: CG2, CG5 Self-Care, Support and Safety: SSS2, SSS6
Respectful relationships including friendships	the characteristics of positive and healthy friendships (both on and offline) 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.	Self-Awareness: SA4, SA6 Changing and Growing: CG2, CG3 Managing Feelings: MF1
	practical steps they can take in a range of different contexts to improve or support respectful relationships	Self-Awareness: SA3, SA5 Changing and Growing: CG3
	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).	Self-Awareness: SA3
	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 tolerance and respect to others and others' beliefs, including people in positions of authority and due tolerance of other peoples' beliefs.	Self-Awareness: SA3
	about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.	Self-Awareness: SA4
	that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.	Managing Feelings: MF3 Self-Awareness: SA4 Changing and Growing: CG3
	what constitutes sexual harassment and sexual violence and why these are always unacceptable.	Changing and Growing: CG3
	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.	The world in which I live: WILI 1
Online and media	their rights, responsibilities, and opportunities online, including that the same expectations of behaviour apply in all contexts including online.	Self-Care, Support and Safety: SSS2
	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.	Self-Care, Support and Safety: SSS3, SSS6
	not to provide material to others that they would not want shared further and not to share personal material which is sent to them.	Self-Care, Support and Safety: SSS6
	what to do and where to get support to report material or manage issues online.	Self-Care, Support and Safety: SSS2, SSS4, SSS6
	the impact of viewing harmful content.	Self-Care, Support and Safety: SSS2 Changing and Growing: CG4
	that specifically sexually explicit material (e.g. pornography) often 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.	Changing and Growing: CG4 Self-Care, Support and Safety: SSS6

	that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.	Self-Care, Support and Safety: SSS6
	how information and data is generated, collected, shared, and used online (partly).	Self-Care, Support and Safety: SSS2
Being safe	the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.	Self-Care, Support and Safety: SSS2 Changing and Growing: CG4
	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)	Changing and Growing: CG4
Intimate and sexual relationships including sexual health	how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.	Changing and Growing: CG3, CG4
	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).	Healthy Lifestyles: HL1
	the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.	Changing and Growing: CG4
	that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.	Changing and Growing: CG4 Self-Care, Support and Safety: SSS1
	that they have a choice to delay sex or to enjoy intimacy without sex.	Changing and Growing: CG4, CG5
	the facts about the full range of contraceptive choices, efficacy, and options available.	Changing and Growing: CG4
	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).	Changing and Growing: CG5
	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	Changing and Growing: CG4
	about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.	Changing and Growing: CG4
	how the use of alcohol and drugs can lead to risky sexual behaviour.	Changing and Growing: CG4
	how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.	Changing and Growing: CG4

Topic	Content from DfE Statutory Guidance on Health Education By the end of secondary school pupils should know	PSHE Curriculum Cross-Reference
Mental wellbeing	how to talk about their emotions accurately and sensitively, using appropriate vocabulary.	Self-Awareness: SA1, SA2 Managing Feelings: MF2
	that happiness is linked to being connected to others.	Managing Feelings: MF2
	how to recognise the early signs of mental wellbeing concerns	Self-care, support, and Safety: SSS1 Healthy Lifestyles: HL2
	common types of mental ill health (e.g. anxiety and depression). common types of mental ill health (e.g. anxiety and depression).	Self-care, support, and Safety: SSS1
	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.	Self-Awareness: SA1
	the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.	Healthy Lifestyles: HL2, HL3
Internet safety and harms	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	Healthy Lifestyles: HL5 Self-care, support, and Safety: SSS7

	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.	
Physical health and fitness	the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.	Healthy Lifestyles: HL1, HL2
	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 cardio-vascular ill-health.	Healthy Lifestyles: HL1
Healthy eating	how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.	Healthy Lifestyles: HL4
Drugs, alcohol and tobacco	the facts about legal and illegal drugs and their associated risks, including the link between drug use and serious mental health conditions	Healthy Lifestyles: HL6, HL7
	the law relating to the supply and possession of illegal substances.	Healthy Lifestyles: HL7
	the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.	Healthy Lifestyles: HL7
	the physical and psychological consequences of addiction, including alcohol dependency.	Healthy Lifestyles: HL7
	awareness of the dangers of drugs which are prescribed but still present serious health risks.	Healthy Lifestyles: HL6
	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.	Healthy Lifestyles: HL7
Health and prevention	about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.	Self-care, support, and Safety: SSS4
	about dental health and the benefits of good oral hygiene and flossing, including healthy eating and regular check-ups at the dentist.	Healthy Lifestyles: HL1
	the benefits of regular self-examination and screening.	Self-care, support, and Safety: SSS1
	the facts and science relating to immunisation and vaccination.	Self-care, support, and Safety: SSS1
	the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood, and ability to learn.	Healthy Lifestyles: HL1
Basic first aid	basic treatment for common injuries (partly).	Self-care, support, and Safety: SSS4
	Life-saving skills, including how to administer CPR (partly).	Self-care, support, and Safety: SSS4
	the purpose of defibrillators and when one might be needed (partly).	Self-care, support, and Safety: SSS4
Changing adolescent body	key facts about puberty and the changing adolescent body and menstrual wellbeing.	Changing and Growing: CG1
	the main changes which take place in males and females, and the implications for emotional and physical health.	Changing and Growing: CG1

Teaching, Learning & Assessment

When delivering the PSHE Curriculum, we have four key drivers which will allow for effective, purposeful, and impactful delivery:

Trust - The relationships between the teacher, staff and young people are built on trust and respect built over time. They are affected by external factors and have ups and downs, as is true of any relationship. However, the 'power balance' is more equal as the relationship is entered into voluntarily by the young person and starts from where they are at. This is what sets our practice apart from other professional relationships with young people that are dictated by predetermined outcomes. We use this relationship to have conversations that understand young people's place in the world and the barriers they may be facing, both personally and those beyond their control.

Safe environments - We will provide young people with appropriate safe environments (physical or otherwise) to safeguard the welfare of all young people. This will mean that our Centre will be safe from physical and emotional harm, will be nurturing, and will be a place where they can disclose concerns in the knowledge that they will be appropriately supported.

Voluntary participation - The relationship between our team and the young people is a voluntary one and starts from where the young person is at in their lives and in relation to their own feelings, values, views and principles. This means that young people are liberated to co-design and lead their own experience, through engagement with work on their own terms and as 'equals' with the professional. This helps develop the trust that allows excellent teaching and learning.

Explicit teaching - Used alongside The Bridge Centre's T&L Principles, professionals can teach the PSHE curriculum in an explicit way, with the gradual release of responsibility. Using a consistent approach across the teaching of academic knowledge and personal and social skills will help young people to understand, appreciate and implement these important skills in preparation for re-integration and onward transition. The model of 'I do, We Do, You Do' is largely sequential, moving from one step to the next. As we monitor students' understanding, there may be times when it is appropriate to move back and forth between the steps.

- **I Do** - This phase of the lesson involves you telling students what they need to know and showing them how to do the things that they need to be able to do. Research confirms that this is a powerful part of an effective and efficient learning process. This phase involves teaching content and knowledge with strategies to apply the objectives of the lesson, using Bloom's Taxonomy such as informing, explaining, modelling, and providing examples. Strong 'I Do' phases include visuals to support verbal explanations and worked examples. During this phase, the teacher is talking, giving information, and sharing the objectives of the lesson. The students should listen to the teacher, avoid interruption, and track the teacher. 'No Opt Out - No Hands Up' means a question could be coming your way, so you must listen to all information being shared.
- **We do** - This is the second phase of the model, involving doing tasks together. The responsibility of the teacher is gradually released to the students during this phase. This phase can take many forms but should be coupled with assessment at all levels. The teacher could model the answer and students have an attempt at the task with the support. There may be collaborative work between students, such as book swaps, showing a full answer with marking or 'green pen' self-assessment. Simplification of a worked example to check will also check for learner understanding. Here, retrieval practice can be used to share information from memory or have student practice retrieving information from a knowledge organiser. During this time, students should ensure that they are always working quietly on task and are ready to track the teacher when the task is completed.
- **You do** - This is the final phase of the structure where students practise the application of their knowledge and retrieval of what they have been taught. Students need to retrieve from memory and recreate what they have been shown in the I Do & We Do phases. Students should be able to answer practice questions and complete all steps independently. Students must do the work individually (generally, small group work is more effective after all students have achieved at least a basic mastery of the material). Feedback adds further improvements to their learning. While students do the work themselves, it is important that teachers monitor their efforts, check their understanding, and offer feedback along the way. While not an explicit part of the model, it is worth noting that retrieval and practice has a far larger and more lasting impact when distributed over time.

At all levels, the use of hands up should be reserved for those that need help, rather than students who are answering questions. A no hands up policy to questioning is employed coupled with a no opt out culture where all students should feel confident to attempt any question.

Indirect Modelling - we fundamentally believe that all young people must be given the right foundations to be successful. Most young people that are at The Bridge Centre may have barriers to learning and as such, personal, economical, or environmental factors may have limited their ability to reach beyond their potential. As such, as leaders and teachers, we must step in to help young people build these foundations. Through our values driven model, we will 'teach' our young people the skills required to be successful citizens and how to behave. The principles of our 'School Ready, Work Ready and Life Ready' curriculum gives us the opportunity to break down these barriers that young people face and supplement their existing thought processes with a growth mindset and positive self-worth. We will therefore ensure that all young people are given the opportunities to make the right choice with the safe and nurturing support. Many of the skills that young people require to be successfully reintegrated will be indirectly taught with young people. For example, a growth mindset, and RAISE will be embedded in our daily conversations, guided reflection, and informal modelling.

We fundamentally believe that all students' experiences should be of high quality and equitable across all students. Students at The Bridge Centre deserve the very best teaching and learning and require the most effective and differentiated support. We therefore ensure that all teaching and learning principles that are used within the mainstream curriculum are used when teaching PSHE. We also understand that students require a more explicit approach to teaching and learning, therefore we have broken down each of the principles to pre-empt potential barriers to using the principles and successful strategies to ensure students can continue to make progress.

Assessment in PSHE education is especially important to evidence the progress of pupils and to identify future learning needs. For some pupils this may entail very small steps which are consolidated and reinforced by re-visiting their original learning. Other pupils may be able to progress through the six stages and manage increasing levels of challenge. The most meaningful model of assessment in PSHE education, especially for pupils with SEND, is ipsative assessment — in which a pupil's own starting point is the benchmark against which progress is measured, rather than the performance of others or the requirements of an exam syllabus.

This gives us the following model for assessing learning in PSHE education:



1. BASELINE ASSESSMENT	2. ASSESSMENT for LEARNING (AfL)	3. ASSESSMENT of LEARNING (AoL)
Carry out a baseline assessment before starting a new 'piece of learning' (which might be a single lesson or series of lessons constituting a 'module' or 'topic').	Build AfL into the lesson(s) to gauge understanding, adopt teaching, promote and maximise learning. Strategies might include building on the baseline assessment, structured questioning, mini plenaries between activities, feedback and feed forwards.	At the end of the 'piece of learning', measure progress from the starting point (AoL). Use this to evidence progress and inform future teaching.

EXAMPLE BASELINE AND END POINT ASSESSMENT ACTIVITIES

Baseline activity	Useful for assessing	End point activity to demonstrate progress
Role play Teacher/adult and pupil(s) take part in role play using: puppets, dolls, costumes.	Skills applied, strategies recalled and deployed.	Repeat role play showing how strategies or skills have been retained/recalled/developed/used. A role play/conversation on a related but more challenging situations could be used.
Responding to a picture, photograph, drawing, film clip, storyboard, cartoon strip or any other kind of sensory stimuli.	Knowledge, understanding, attitudes, beliefs, strategies.	Photographs could be taken of the pupil's initial physical response or notes made of their verbal response/communication at both the beginning and the end of the lesson. If written down, revisit in a different colour; discuss or write down any changes to their original response because of the learning.
Graffiti wall/working wall - Pupils select from a pool of pictures, images, widgets, photographs and add to their wall. Pupils who can write can add their ideas to the wall.	Starting point of an individual pupil or group of pupils' knowledge, understanding, beliefs, questions related to the topic, identifying misconceptions.	Change/move/add more pictures to the arrangement of images originally created. If written work, revisit in a different colour—add, amend, expand, change, discuss or write down any changes in their responses as result of the learning.
Draw & write/draw & talk/point & talk Pupils respond in pictures (or pictures and words) to an open-ended, neutral instruction: e.g. draw a healthy person.	Knowledge, understanding, attitudes, beliefs, simple concepts, identifying misconceptions.	Re-visit in a different colour — add, amend, expand. If oral work, repeat same prompts, add in additional information/pictures, ask to justify choices of pictures.
Continuum/washing line	Attitudes, beliefs, attributes, identifying misconceptions.	Repeat the activity, asking pupils if they have moved along the continuum! (this can be using point and talk, pencil, and paper or by asking pupils to physically move along a standing continuum if appropriate) and to give their reasons for doing so; photograph new continuum or washing line positions and compare with photograph of baseline positions.