



















#### Overview:

Our curriculum provides our pupils with the knowledge, understanding and emotions needed to be able to play an active role in today's society. We want them to have high aspirations and a belief in themselves. They develop confidence in sharing their own thoughts and opinions with others, skills and attributes to keep themselves healthy and safe and an attitude of a responsible global citizen that can show tolerance of others beliefs, religions and life choices.

#### In each year, pupils will be learning to:

	3	4	5	6	Year 7	Year 8	Year 9
Health and	Know that images in	Understand that people	Understand that	Know how to resist	Safety	Drugs and alcohol	Peer influence,
wellbeing	the media do not	can experience	images in the media	unhelpful pressure and			substance use and
	necessarily reflect	conflicting feelings at	can distort reality	ask for help	Personal safety in and	Alcohol and drug	gangs
(Covers mental	reality	the same time.			outside school,	misuse and pressures	
health,			Know media can affect	recognise warning signs	including first aid	relating to drug use	Healthy and unhealthy
physical	Know about the kinds	know that mental	how people feel about	about mental health			friendships,
health)	of change including	health is part of	themselves	and wellbeing	how to identify,	about medicinal and	assertiveness,
	death that	physical health			express and manage	recreational drugs	substance misuse, and
	happen in life and the		Describe the range and	know how to seek	their emotions in a		gang exploitation
	feelings associated	Understand that	intensity of their	support for themselves	constructive way	about the over-	
	with this	people can get help for	feelings to others	and others		consumption of energy	how to distinguish
		mental health just like			how to establish and	drinks	between healthy and
	Know about feeling	physical health	Manage complex or	Know how to improve	manage friendships		unhealthy friendships
	negative pressure and		conflicting emotions	self esteem/self care		about the relationship	
	how to manage this	Understand the		(eg hobbies, rest, time	how to improve study	between habit and	how to assess risk and
		benefits of physical	Understand that	with people)	skills	dependence	manage influences,
	Understand about the	exercise and the	acknowledging				including online
	importance of school	outdoors on mental	mistakes can help	Understanding the	how to identify	how to use over the	
	rules for health and	health	people to move on.	importance of physical	personal strengths and	counter and	about 'groupthink' and
	safety			activity & mental	areas for development	prescription	how it affects
		Understand the	Understanding the	health		medications safely	behaviour
	Know that advertising	benefits of community	importance of sleep		personal safety		
	can influences their	participation and		Know that some drugs	strategies and travel	how to assess the risks	how to recognise
	choices about food	volunteering on mental	Know that some drugs	cause physical	safety, e.g. road, rail	of alcohol, tobacco,	passive, aggressive and
		health	such as alcohol and	addiction (detail on	and water	nicotine and e-	assertive behaviour,
	Know that mobile		tobacco can become a	damage from drugs in		cigarettes	and how to
	phones that can access	Recognise their worth by	habit	Year 6 science)	how to respond in an		communicate
	the internet have the	identifying positive things			emergency situation	how to manage	assertively
	same risks as	Set a personal goal	Know that habits like a	Know age restrictions		influences in relation to	
	computers	Know how the spread	lot of screen time or	that keep us safe, for	basic first aid	substance use	to manage risk in
		of infection can be	gambling can also be	alcohol and smoking			relation to gangs
	Apply science	prevented	hard to stop.		A1 - H1, H2, H30, H33,		
	knowledge to	p. c. ciitcu			R13, L1, L2		























understand the idea of	know how to maintain			how to recognise and	about the legal and
a balanced diet	good oral hygiene		Health and puberty	promote positive social	physical risks of
				norms and attitudes	carrying a knife
	know basic first aid		Healthy routines,		
Know our lives should			influences on health,	A1 - H23, H24, H25,	about positive social
be in balance eg rest,	Know about keeping		puberty, unwanted	H26, H27,H29, H31, H5,	norms in relation to
sleep, work, play,	safe in the local		contact, and FGM	R42, R44	drug and alcohol use
exercise, eating	environment				
			how to make healthy		about legal and health
Know some drugs are			lifestyle choices	Emotional wellbeing	risks in relation to drug
common in everyday			including diet, dental		and alcohol use,
life (medicines,			health, physical activity	Mental health and	including addiction and
caffeine, alcohol and			and sleep	emotional wellbeing,	dependence
tobacco)			•	including body image	•
,			how to manage	and coping strategies	A1: H24, H25, H27,
Know taking too much			influences relating to	. 5	H28, H29, R1, R20, R37,
of these drugs is			caffeine, smoking and	about attitudes	R42, R44, R45, R46,
dangerous			alcohol	towards mental health	R47
dangerous			41601101		Healthy lifestyle
			how to manage	how to challenge myths	ricularly inestyre
			physical and emotional	and stigma	Diet, exercise, lifestyle
			changes during puberty	and stiging	balance and healthy
			changes during publicy	about daily wellbeing	choices, and first aid
			about personal hygiene	about daily wellbellig	choices, and mist aid
			about personal rivgiene	how to manage	
			how to recognise and	emotions	about the relationship
			respond to	cinocions	between physical and
			inappropriate and	how to develop digital	mental health
			unwanted	resilience	mental nearth
			contact	resilience	about balancing work,
			COILLACT	about unhealthy coping	
			also I FCNA and bar	strategies (e.g. self-	leisure, exercise and
			about FGM and how to	harm and eating	sleep
			access help and	disorders)	handa saala tafa sa
			support	uisorders)	how to make informed
				about boolthy conice	healthy eating choices
			Spr - 2: H5, H13, H14,	about healthy coping	
			H15, H16, H17, H18,	strategies	how to manage
			H20, H22, H34	Spr 2: U2 U4 U6 U7	influences on body
				Spr 2: H3, H4, H6, H7,	image
				H8, H9, H10, H11, H12,	
				L24	to make independent
					health choices





















			to take increased responsibility for physical health, including testicular self- examination
			Spr 1 : H3, H14, H15, H16, H17, H18, H19, H21























				T	T	T	
Relationship	•	Year 4	Year 5	Year 6	Year 7		Year 9
	Respond to how others	Know about some	Recognise when a	Know about times	Diversity	Year8	Respectful
RSE	are feeling	things that makes a	friendship is unhealthy	when it appropriate			relationships
		healthy friendship (eg		and necessary to break	Diversity, prejudice,		
(Covers	understand everyone	truthfulness, trust,	Understand that most	a confidence	and bullying	Discrimination	Families and parenting,
general	is equal	loyalty, kindness,	friendships have ups				healthy
relationship		generosity, sharing	and downs	know what makes a	about identity, rights	Discrimination in all its	relationships, conflict
sexual	Know about the	interests and		positive, healthy	and responsibilities	forms, including:	resolution, and
relationship	s, right to privacy	experiences and	Understand that	relationship (eg as in		racism, religious	relationship changes
legal basis)		support with problems	problems with friends	friendships)	about living in a diverse	discrimination,	
	Know about the	and difficulties)	can often be worked		society	disability,	about different types of
	importance of		through so that the	know that mutual		discrimination, sexism,	families and parenting,
	keeping personal	Know that healthy	friendship is repaired	respect is important in	how to challenge	homophobia, biphobia	including single
	boundaries	friendships are positive	or even strengthened.	all relationships	prejudice, stereotypes	and transphobia	parents, same sex
		and welcoming			and discrimination		parents, blended
	Know what to consider	towards others so do	Recognise that roles	Know practical steps		harrier dan alamate	families, adoption and
	before sharing pictures	not make others feel	people take in different	they can take in a	the signs and effects of	how to develop self-	fostering
	of themselves and	lonely or excluded.	groups change eg	range of different	all types of bullying,	worth and confidence	
	others online		leader, follower	contexts to improve or	including online	about gender identity,	about positive
		Know the importance		support respectful		transphobia and	relationships in the
		of permission-seeking	understand the roles	relationships.	how to respond to	gender-based	home and ways to
	Understand how to	and giving, in	they take on in		bullying of any kind,	discrimination	reduce homelessness
	recognise if family	relationships with	different	Know self-respect is	including online		amongst young people
	relationships are	friends, peers and	situations	important and links to		how to recognise and	
	making them feel	adults.		happiness	how to support others	challenge homophobia	about conflict and its
	unhappy or unsafe,		use negotiation to			and biphobia	causes in different
	and how to seek help.	Know principles of	resolve disputes and	Know principles of	Spr 1 - R3, R38, R39,		contexts, e.g. with
		permission apply	conflict	respect apply online as	R40, R41	how to recognise and	family and friends
		online as well as face-		well as face-to-face		challenge racism and	
		to-face	use compromise and		Building relationships	religious discrimination	conflict resolution
			alternatives to resolve	know girls' perceptions		religious discrimination	strategies
			disputes and conflict	of boys, and boys'	Self-worth, romance		
		Know how to maintain good		perceptions of girls can	and friendships	Spr 1 : R39, R40, R41,	how to manage
		friendships	Give helpful	be different	(including online) and	R3, R4, R42, R43	relationship and family
		Understand how actions can	feedback and		relationship		changes, including
		affect ourselves and others	support to others	link between changes	boundaries	Identity and	relationship
		Recognise all forms of		at puberty, sexual		relationships	breakdown, separation
		Bullying	Understand	intercourse and the	how to develop self-	r clationsinps	and divorce
		Pocognico daros Know that	relationships are	start of a baby	worth and self-efficacy	Gender identity, sexual	
		Recognise dares Know that resorting to violence is never	personal and there is			orientation, consent,	how to access support
		right.	no need to feel	know age restrictions	about qualities and	orientation, consent,	services
				for sexual intercourse	behaviours relating to		























	Judge whether physical	pressured to have a		different types of	'sexting', and an	Spr 1: H2, R1, R6, R19,
	contact is acceptable	boyfriend/girlfriend	know that a baby	positive relationships	introduction to	R21, R22, R23, R35,
	or unacceptable	Use terms vulva,	depends on an adult to	how to recognise	contraception	R36
		vagina, penis and	meet its basic needs	unhealthy relationships		Intimate relationships
	Know how to respond	testicles accurately			the qualities of	
	to unacceptable	-	know that a baby's	how to recognise and	positive, healthy	Relationships and sex
	physical contact	label male and female	needs include the	challenge media	relationships	education including
		body parts including	emotional and	stereotypes		consent, contraception,
	Know that	reproductive organs	financial		how to demonstrate	the risks of STIs, and
	unacceptable physical			how to evaluate	positive behaviours in	attitudes to
	contact is not the	know about the	Know about	expectations for	healthy relationships	pornography
	victim's fault	menstrual cycle	committed loving	romantic relationships	, ,	,
		•	relationships (including	·	about gender identity	about readiness for
	know that personal	know about wet	marriage and civil	about consent, and	and sexual orientation	sexual activity, the
	hygiene is important	dreams	partnership)	how to seek and		choice to delay sex, or
	Understand that		1	assertively	about forming new	enjoy intimacy without
	relationships in the	know the emotional	Know that marriage	communicate	partnerships and	sex
	family are developed	changes that take	and civil partnership	consent	developing	
	by spending time	place at puberty	are intended to be	Sum 1 - H1, R2, R9,	relationships	about myths and
	together and sharing	passes,	lifelong	R11, R13, R14, R16,		misconceptions relating
	each other's lives	know about different		R24	about the law in	to consent
		feelings and emotions	Know that marriage,		relation to consent	
	Understand families	during puberty e.g	arranged marriage and			about the continuous
	try to be committed to	crushes	civil partnership is		that the legal and	right to withdraw
	each other		between two people		moral duty is with the	consent and capacity to
		understand feelings will	who willingly agree		seeker of consent how	consent
	Understand stable,	include highs and low	3,13		to effectively	
	caring relationships are		Know that to force		communicate about	about STIs, effective
	important for	know that puberty	anyone into marriage		consent in relationships	use of condoms and
	children's security	occurs at different	(forced marriage) is		·	negotiating safer sex
	growing up.	times for different	illegal		about the risks of	3 3
		people and explain			'sexting' and how to	about the
		why.			manage requests or	consequences of
		,			pressure to send an	unprotected sex,
		know that during			image	including pregnancy
		puberty certain parts				01 30
		of the body need to be			about basic forms of	how the portrayal of
		kept clean			contraception, e.g.	relationships in the
					condom and pill	media and
		know which products				pornography might
		to buy to keep clean.			Sum 1 : H35, H36, R4,	affect expectations
					R5, R10, R16, R18, R24,	
	L	L	L	L	K5, K10, K16, K18, K24,	L





















	Know about different		R25, R26, R27, R29,	how to assess and
	types of relationships		R30, R32	manage risks of
	(friends, families,			sending, sharing or
	couples, marriage, civil			passing on sexual
	partnership, same sex)			images
	Know age restrictions			how to secure personal
	for marriage and civil			information online
	partnership			
				Sum 1 : R7, R8, R11,
	know about the			R12, R18, R24, R26,
	correct use of the			R27, R28, R29, R30,
	terms sex, gender			R31, R32, R33, R34, L21
	identity and sexual			,,,
	orientation			
	Officiation			





















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Living in the	Year 3	Year 4	Year 5	Year 6	Year7	Community and	Year 9
wider world	Know about their	Understand that	Understand about the	Be critical of what	Developing skills and	careers	
,	responsibilities, rights	everyone has human	importance of human	they see and read in	aspirations	- 10 6	Setting goals
(covers	and duties (home,	rights (and that	rights (and the Rights	the media		Equality of opportunity	
community,	school and the	children have their	of the Child)		Careers, teamwork and	in careers and life	Learning strengths,
rules and	environment)	own set of human		critically consider	enterprise skills, and	choices, and different	career options and
opinions,		rights)	Know that harmful	information they	raising aspirations	types and patterns	goal setting as part of
appreciating	Understand about		practices (such as FGM	choose to forward to		of work	the GCSE options
difference,	resolving differences –	Know about the UN	and forced marriage)	others	how to be enterprising,	1	process
finance and	agreeing and	declaration on the	are in contradiction		including skills of	about equality of	
careers)	disagreeing	Rights of the Child	with	know that there is	problem-solving,	opportunity in life and	
		W	human rights	local and national	communication,	work	about transferable
		Know we are part of		government	teamwork, leadership,		skills, abilities and
		local, national and	Know that harmful		risk-management, and	how to challenge	interests
		global communities	practices (such as FGM	V	creativity	stereotypes and	ham ta dansardada
		Know about who	and forced marriage)	Know how finance		discrimination in	how to demonstrate
		works with the local	are against British law	plays an important	about a broad range of	relation to work and	strengths
		community	(illegal)	part	careers and the abilities	pay	-ht-difft-t
			Understand that	in people's lives	and qualities required for different careers	about employment,	about different types of employment and
				know how the wrong	for different careers	' '	' '
			human rights overrule	choices can affect	about aquality of	self-employment and	career pathways
			any beliefs, ideas or	wellbeing e.g	about equality of	voluntary work	how to manage feelings
			practices that harm others	gambling, debt	opportunity	how to set aspirational	relating to future
			others	gambing, debt	how to challenge	goals for future careers	employment
			Know about the role	be a critical	stereotypes, broaden	and challenge	employment
			of voluntary,	critical consumer and	their horizons and how	expectations that limit	how to work towards
			community and	know about good	to identify future	choices	aspirations and set
			pressure groups	value	career aspirations	crioices	meaningful, realistic
			pressure groups	value	career aspirations	A2: R39, R41, L3, L8,	goals for the future
			Know that	Understand 'loan,	about the link between	L9, L10, L11,L12	goals for the ruture
			resources are	interest and debt	values and career	25, 210, 211,212	about GCSE and post-
			allocated and the	interest and debt	choices		16 options
			effect this has on	Know that people pay	CHOICES		10 Options
			individuals,	'tax' to contribute	A2 - R15, R39, L1, L4,	Digital literacy	skills for decision
			communities and the	towards society	L5, L9, L10, L12	Digital interacy	making
			environment	to trains society	25, 25, 210, 212	Online safety, digital	manng
			Cityii Olilii Cit	recognise routes into	Financial decision	literacy, media	A2: L2, L3, L6, L7, L8,
			research, discuss and	careers	making	interacy, media	L9, L11, L12, L13, L14
			debate issues	curcers	wwiiiB		23, 221, 212, 213, 214
			concerning health and				
			wellbeing				Employability skills
	<b></b>	L	Welldellig	L	L	L	Lingioyability skills























Saving, borrowing, budgeting and making financial choices  know the importance of the rule of law rules are made in parliament  Explain their views on Issues that affect society as well as themselves  Explain their views on Issues that affect society as well as themselves  Explain their views on Issues that affect society as well as themselves  Explain their misses of consumerism  Explain their views on Issues that affect society as well as themselves  Explain their misses of society as well as themselves  Explain their misses of society as well as themselves  Explain their misses of society as well as themselves  Explain their misses of society as well as themselves  Explain their misses of society as well as themselves  Explain their misses of society and making financial exploiting and making gambling hooks about sour misses self-inancial choices  Anow to make safe financial choices  Anow to use social networking sites safely how to recognise online groming in different more seval or financial exploitation, extremism and readicalisation  Anow to manage risk-taking behaviour  Sum 2 - H32, L15, L16, L17, L18  Employability and online presence  about volue of the views on isour sponding in the views on its skills for enterprise and employability and unchinal pushed in the views on its skills for enterprise and enterowing sites safely how to recognise online groming in different more seval or financial exploitation, extremism and readicalisation  Anow to respond and seek support in cases of online grooming in formation online  Now to respond and seek support in cases of online grooming in different media sources how to distinguish between content which is publicly and privately shared  Explain their views on issue and intervoking sites safely how to recognise on online grooming in different media sources of online grooming in different media for the province of the provi		 	 		
rules are made  know the importance of the rule of law  know how laws and rules are made in parliament  Explain their views on issues that affect society as well as themselves  Sum 2 - H32, L15, L16, L17, L18  The subject of the rule of law  In t					
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rules are made in parliament  about ethical and unethical business practices and consumerism  Explain their views on issues that affect society as well as themselves  about saving, spending and budgeting and budgeting how to respond and seek support in cases of online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalisation how to manage risk-taking behaviour  Sum 2 - H32, L15, L16, L17, L18  Sum 2 - H32, L15, L16, how to recognise biased or misleading information online how to critically assess different media sources how to distinguish between content which is publicly and privately shared  who to recognise bound to give and act upon constructive feedback feedback how to respond and seek support in cases of online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalisation how to respond and seek support in cases of online grooming in different froms, e.g. in relation to sexual or financial exploitation, extremism and radicalisation how to respond and seek support in cases of online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalisation how to respond and seek support in cases of online grooming in different forms, e.g. in relation to sexual or freation to s			financial choices	how to use social	responsibilities
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about saving, spending and budgeting  how to manage risk-taking behaviour  Sum 2 - H32, L15, L16, L17, L18  Sum 2 - H32, L15, L16, L17, L18  Sum 2 - H32, L15, L16, L17, L18  Sum 3 - H32, L15, L16, L17, L18  Sum 4 - H32, L15, L16, L17, L18  Sum 5 - H32, L15, L16, L17, L18  Sum 6 - H32, L15, L16, L17, L18  Sum 7 - H32, L15, L16, L17, L18  Sum 8 - H32, L15, L16, L17, L18  Sum 8 - H32, L15, L16, L17, L18  Sum 1 - H32, L15, L16, L17, L18  Sum 1 - H32, L15, L18, L19, L14, L21, L24, L27  Sum 1 - H32, L15, L18, L19, L14, L21, L24, L27  Sum 2 - H32, L15, L18, L19, L14, L21, L24, L27  Sum 2 - H32, L15, L18, L19, L14, L21, L24, L27  Sum 2 - H32, L15, L18, L19, L14, L21, L24, L27  Sum 2 - H32, L15, L18, L19, L14, L21, L24, L27  Sum 2 - H32, L15, L18, L19, L14, L21, L24, L27  Sum 2 - H32, L15, L18, L19, L14, L21, L24, L27  Sum 2 - H32, L15, L18, L19, L14, L21, L24, L27  Sum 2 - H32, L15, L18, L19, L14, L21, L24, L27  Sum 2 - H32, L15, L18, L19, L14, L21, L24, L27  Sum 2 - H32, L15, L18, L19, L14, L21, L24, L27  Sum 2 - H32, L15, L18, L19, L14, L21, L24, L27  Sum 2 - H32, L15, L18, L19, L14, L21, L24, L27  Sum 2 - H32, L15, L18, L19, L18, L19, L14, L21, L24, L27  Sum 2 - H32, L15, L18, L19, L18, L19, L14, L21, L24, L27  Sum 2 - H32, L15, L18, L19, L18, L19, L18, L19, L14, L21, L24, L27  Sum 2 - H32, L15, L18, L19, L18, L19, L18, L19, L18, L19, L14, L21, L24, L27  Sum 2 - H32, L15, L18, L19, L18, L18, L19, L18, L18, L19, L18, L19, L18, L18, L18, L18, L18, L18, L18, L18		issues that affect			feedback
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how to manage risk-taking behaviour  Sum 2 - H32, L15, L16, L17, L18  how to respond and seek support in cases of online grooming  how to recognise biased or misleading information online  how to critically assess different media sources how to distinguish between content which is publicly and privately shared  radicalisation  how to respond and seek support in cases of online grooming  how to recognise biased or misleading information online  how to critically assess different media sources how to distinguish between content which is publicly and privately shared  'personal brand' online  habits and strategies to support progress  how to identify and access support for concerns relating to life online  Sum 2: PoS refs: R13, R14, L2, L4, L5, L8, L9,L14, L21, L24, L27				•	how to manage their
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how to recognise biased or misleading information online  how to critically assess different media sources how to distinguish between content which is publicly and privately shared  how to identify and access support for concerns relating to life online  Sum 2: PoS refs: R13, R14, L2, L4, L5, L8, L9,L14, L21, L24, L27			Sum 2 - H32   115   116	* *	54pp. 1 p. 58. 555
how to recognise biased or misleading information online  how to critically assess different media sources how to distinguish between content which is publicly and privately shared  how to recognise biased or misleading information online  access support for concerns relating to life online  Sum 2: PoS refs: R13, R14, L2, L4, L5, L8, L9,L14, L21, L24, L27				offilite grooffiling	how to identify and
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different media sources how to distinguish between content which is publicly and privately shared  R14, L2, L4, L5, L8, L9,L14, L21, L24, L27				how to oritically assess	Sum 2: PoS refs: R13
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				shared	
about age restrictions				9	
when accessing					
different forms of					
media and how to				media and how to	























Understand how to discuss and debate issues concerning health and wellbeing  Know about the ways in which rules and laws keep people safe  Understand the qualities someone needs to be on the school council	Know that democracy means having a say in who the leaders are know that we live in a democratic society know that leaders are elected understand what a political party is know that at 18 you have a right to vote for party to lead the government	Appreciate the range of national, regional, religious and ethnic identities of people living in the UK  Identify some consequences of prejudiced behaviour (racism, sexism)		make responsible decisions how to protect financial security online how to assess and manage risks in relation to gambling and chance-based transactions  Sum 2:H3, H30, H32, R17, L19, L20, L21, L22, L23, L24, L25, L26, L27	
	know what a stereotype is  know how a stereotype can be unfair, negative and destructive  Identify a range of jobs and careers with the skills the jobs need  Understand what a bank or building society account is for  Understand that money can be transferred electronically between accounts	Understand the concept of work ethic  Understand how to plan to develop talents  Understand the concept of 10,000 hours of practice  Manage time			