

## **RSHE Curriculum at St Dunstan's School**

Since 1999, it has been compulsory in state-funded secondary schools to deliver the relationship and sex education (RSE) aspect of PSHE.

We live in a drastically different world to that of 22 years ago and the new RSHE Department of Education Guidelines addresses and incorporates the world our young people are forming relationships in. This is an important step in providing adequate RSHE for young people in the 21st Century.

As of 2021, the new Relationship and Sexual Health Education (RSHE) curriculum has allowed the school to focus on this goal of delivering high-quality RSHE lessons that ensure students are given the knowledge to make informed "decisions about their wellbeing, health and relationships and to build their self-confidence". In lessons, students are supported with knowledge that helps develop their capacity to make sound decisions when facing risks, challenges and complex situations. Everyone faces difficult situations in their lives; RSHE can support young people to "develop resilience, to know how and when to ask for help, and to know where to access support."

Further to the new regulations for RSE, the Health Education (HE) element of PSHE is also to become compulsory in state funded secondary schools. The guidance draws heavily on young people who conduct lives both on and offline, the dangers of which should certainly be included in the content of RSHE. It also discusses diverse relationships, respect, wellbeing, mental health, resilience, and the integration of LGBT discussions.

The RSHE curriculum provides valuable life lessons, many of which are necessary because of threats which have gathered pace in the last 22 years such as extremism, body image and online presence and knowledge of mental health concerns.

The RSHE curriculum at St Dunstan's is in line with government guidelines, is universally accessible and delivered to students in an age and developmentally appropriate way. Our RSHE curriculum is delivered predominantly through our PSHE timetabled lessons for all year groups. It is also supplemented by our Philosophy and Beliefs curriculum, wider curriculum subjects, our assembly and reading programme as well as drop down days and whole year group activities.

It is taught sensitively and inclusively, with respect and acknowledgment of the backgrounds and beliefs of our students and parents. The curriculum provides our students with a sound knowledge of the law; particularly around key issues such as consent and the sharing of indecent images. The lessons have been designed with diversity and inclusion at the centre ensuring that all lessons incorporate and reflect the nine protected characteristics in line with the Equality Act 2010.

For more information related to the delivery of RSHE and associated subjects please see the links below:

- [PSHE Curriculum](#)
- [Philosophy and Beliefs](#)
- [Fundamental British values](#)

## **Changes to PSHE Secondary Education from September 2020**

Parents will not be able to withdraw their child from any aspect of relationships education or health education.

Parents will be able to withdraw their child from any or all aspects of sex education, other than those which are part of the science curriculum, up to and until three terms before the age of 16.

However, this can only happen after discussion with the school. Please contact Mr Balkwill, the Headteacher if you wish to discuss this further.

After that point, the guidance states that “if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms”.

Where students are withdrawn from sex education, schools will document the process and will “ensure that the student receives appropriate, purposeful education during the period of withdrawal”.

We of course encourage all students to access all parts of the PSHE curriculum. We see this curriculum as one which gives young people the knowledge, understanding, attitudes and practical skills they need to live safe, healthy, productive lives and realise their full potential.

### Overview of Content & Delivery

#### Families

Criteria	Where is it covered?
That there are different types of committed, stable relationships	<b>Philosophy and Beliefs-</b> Y10 Religion & relationships unit <b>PSHE-</b> Year 9 Relationships and Wellbeing Year 10 Healthy Relationships Year 11 Marriage and Forced Marriage
How these relationships might contribute to human happiness and their importance for bringing up children	<b>Philosophy and Beliefs-</b> Y10- Religion & Relationships- Different Relationships <b>PSHE-</b> Year 9 Relationships and Wellbeing; Intimate relationships; Year 10: Mental Health and Stigma surrounding mental health; Social Media vs Reality
What marriage is, including their legal status	<b>Philosophy and Beliefs-</b> Year 10: Relationships and Religion <b>PSHE-</b> KS3 and 4: Marriage and the Law
Why marriage is an important relationship choice for many couples and why it must be freely entered into	<b>PSHE-</b> KS3 and 4 Lessons on consent KS3 and 4: Marriage and the Law PSHE Year 11 Forced Marriage and Honour Based Violence
The characteristics and legal status of other types of long-term relationships	<b>PSHE-</b> KS3 and 4: Marriage and the Law Year 11 Forced Marriage KS3 and 4 Lessons on consent
The roles and responsibilities of parents with respect of raising children, including the characteristics of successful parenting	<b>Philosophy and Beliefs-</b> Year 10: Relationships and Religion <b>PSHE-</b> Year 11 Families (including parenting)
How to determine whether other children, adults or sources are trustworthy, judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others’	<b>PSHE-</b> Year 7- Managing emotions, Personal safety; Healthy Relationships, Media and stereotypes Year 8- Mental Wellbeing; What makes a successful marriage/committed relationship Year 9- Acceptable and unacceptable relationships; When relationships are

**relationships), how to seek help or advice, including reporting concerns about others, if needed**

not right – how can situations be managed? Positive effects of relationships on mental wellbeing  
Year 10- Human relationships. Human sexuality. Reasons for delaying sexual activity  
Year 11 Healthy and Abusive relationships

### Respectful relationships, including friendships

Criteria	Where is it covered?
<b>The characteristics of positive and healthy friendships, in all contexts including online, such as: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict</b>	<p><b>PSHE-</b>  <b>Year 7-</b> Prejudice, Discrimination &amp; Stereotyping; Building relationships and friendship  <b>Year 8-</b> What makes a good colleague; Respect for others; Sex and the Law; What makes a successful/committed relationship; Age of consent; Online safety  <b>Year 9-</b> Being assertive; Acceptable and unacceptable behaviour in relationships; How to tackle bad relationships; developing intimate relationships; delaying sexual activity; resisting the pressure to have sex; Online presence  <b>Year 10-</b> Human Sexuality; choices and the law; social media vs reality  <b>Year 11-</b> Assertive communication; abusive relationships; managing conflict; making responsible &amp; healthy choices; safety in social situations</p> <p><b>Wider</b>  Assembly program covers themes of trust, honesty &amp; respect</p>
<b>Practical steps they can take in a range of different contexts to improve or support respectful relationships</b>	<p><b>PSHE-</b>  <b>Year 7-</b> Healthy relationships; Friendship  <b>Year 8-</b> What makes a good colleague; respect for yourself and others; discrimination in all forms; mental health; What makes a successful marriage/committed relationship  <b>Year 9-</b> Peer Influence- being assertive; acceptable and unacceptable behaviour in relationship; how to manage relationships when they are not right; Developing intimate relationships;  <b>Year 10-</b> Dealing with stress and anxiety; what makes a good role model  <b>Year 11-</b> Positive relationships, staying safe in social situations</p>
<b>How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, how they might normalise non-consensual behaviour or encourage prejudice)</b>	<p><b>PSHE-</b>  <b>Year 7-</b> Gender stereotypes &amp; equality  <b>Year 8-</b> Prejudice &amp; Discrimination  <b>Year 9-</b> Body Image  <b>Year 10-</b> role models, social media vs reality</p> <p><b>Wider</b>  <b>Assemblies-</b> LGBTQ+ History Month; Women in Science Week; Women's History Month</p>
<b>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs</b>	<p><b>PSHE-</b>  <b>Year 7-</b> Gender stereotypes &amp; equality; Healthy relationships stereotypes and social media;  <b>Year 8-</b> social norms and peer pressure; discrimination &amp; respect  <b>Year 9-</b> being assertive; respectful relationships  <b>Year 10-</b> stigma; role models; tolerance; fundamental British values;  <b>Year 11-</b> positive relationships; assertive communication; managing conflict</p> <p><b>Wider-</b>  <b>Assemblies include-</b></p>

	<p>LGBTQ+ History month</p> <p>Holocaust memorial day</p> <p>Celebration assemblies- recognise and celebrate individual and collective achievements</p> <p>Community- its importance and what it means to be a member of a community and society</p>
<p><b>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</b></p>	<p><b>PSHE-</b></p> <p>Year 7- Anti social behaviour, gender stereotypes and equality, bullying or not bullying, healthy relationships, friendship, media stereotypes and social media</p> <p>Year 8 - what makes a good colleague, respect for themselves and others, discrimination in all its forms, online safety</p> <p>Year 9- peer influence, acceptable and unacceptable behaviours in relationships,</p> <p>Year 10- Influence and impact of drugs and gangs, tolerance and community cohesion</p> <p>Year 11- assertive communication, abusive relationships, managing conflict</p> <p><b>KS3 Computing</b></p> <p>Online safety</p>
<p><b>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</b></p>	<p><b>PSHE-</b></p> <p>Year 7- anti social behaviour, gender stereotypes</p> <p>Year 8- risks of illegal; drug taking, social norms, peer pressure and consequences; law about sex, sexuality, sexual health and gender identity; age of consent</p> <p>Year 9- gang exploitation; inappropriate relationships; resisting pressure to have sex</p> <p>Year 10- influence of gangs, extremism</p> <p>Year 11- abusive relationships and managing conflict</p>
<p><b>What constitutes sexual harassment and sexual violence and why these are always unacceptable</b></p>	<p><b>PSHE-</b></p> <p>Year 7- healthy relationships</p> <p>Year 9- acceptable and unacceptable behaviour in relationships; when relationships are not right and how they can be managed; resisting pressure to have sex and not applying pressure</p> <p>Year 11 Abusive relationships</p>
<p><b>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</b></p>	<p><b>PSHE-</b></p> <p>Year 7- Gender stereotypes and equality</p> <p>Year 8- Discrimination</p> <p>Year 10- Fundamental British values; tolerance; employment law</p>

### Online and Media

Criteria	Where is it covered?
<p><b>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</b></p>	<p><b>PSHE-</b></p> <p>Year 7- Media stereotypes &amp; Social media</p> <p>Year 8- Digital literacy, online safety, media reliability and gambling.</p> <p>Year 9- Online presence</p> <p>Year 10- Social media vs reality</p>
<p><b>About online risks, including that any material someone</b></p>	<p><b>PSHE-</b></p> <p>Year 7- Media stereotypes &amp; Social media</p>

<b>provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</b>	Year 8- Digital literacy, online safety, media reliability and gambling. Year 9- Online presence Year 10- Social media vs reality
<b>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</b>	<b>PSHE-</b> Year 7- Social media Year 8- Digital literacy, online safety, media reliability and gambling. Year 9- Online presence Year 10- Social media vs reality
<b>What to do and where to get support to report material or manage issues online</b>	<b>PSHE-</b> Year 8- Digital literacy, online safety, media reliability and gambling. KS3 Computing staying Safe Online <b>Computing</b> KS3 E Safety Unit
<b>The impact of viewing harmful content</b>	<b>PSHE-</b> Year 8- Digital literacy, online safety, media reliability and gambling. <b>Computing</b> KS3 Computing staying Safe Online
<b>That specifically sexually explicit material, for example pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</b>	<b>PSHE-</b> Year 7- Social media Year 8- Digital literacy, online safety, media reliability and gambling. Year 9- Online presence Year 10- Social media vs reality
<b>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</b>	<b>PSHE-</b> Year 7- Social media Year 8- Digital literacy, online safety, media reliability and gambling. Year 9- Online presence Year 10- Social media vs reality  <b>Wider</b> Assembly programme
<b>How information and data is generated, collected, shared and used online</b>	<b>PSHE-</b> Year 8- Digital literacy, online safety, media reliability and gambling. Year 9- Online presence <b>KS3 Computing</b>  <b>Wider</b> Assembly programme

## Being safe

Criteria	Where is it covered?
The concepts of, and laws	<b>PSHE-</b>

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	<p>Year 7- Healthy relationships</p> <p>Year 8- Social norms and attitudes, peer pressure/consequences; respect for others; law about sex and sexuality; age of consent</p> <p>Year 9- Abusive and unacceptable relationships ; when relationships are not right</p> <p>Year 11- Safety in social situations; families; marriage; forced marriage; and changing relationships</p> <p><b>Philosophy and Beliefs-</b></p> <p>Year 10- arranged marriage and forced marriage; different types of relationship and religious attitudes</p>
How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn, in all contexts, including online	<p><b>PSHE-</b></p> <p>Year 7 Healthy Relationships</p> <p>Year 8- Age of consent and delaying sexual activity; online safety</p> <p>Year 9- Developing intimate relationships; resisting pressure to have sex; delaying sexual activity; online presence</p> <p>Year 10- human sexual activity and reasons for sexual activity</p> <p>Year 11 abusive relationships ; forced marriage and changing relationships</p>

### Intimate and sexual relationships, including sexual health

Criteria	Where is it covered?
<b>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</b>	<p><b>PSHE-</b></p> <p>Year 7- Healthy relationships; friendship</p> <p>Year 8- Age of consent</p> <p>Year 9- acceptable and unacceptable behaviour in relationships; when relationships are not right; positive effects of relationships on mental wellbeing; developing intimate relationships</p> <p>Year 10- human sexuality</p> <p>Year 11- abusive relationships and managing conflict and disagreement</p> <p><b>KS4 Art-</b> Identity - looking at who they are, how they self-identify and the terminology around sexuality, family and relationships.</p>
<b>That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example physical, emotional, mental, sexual and reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause</b>	<p><b>PSHE-</b></p> <p>Year 7- Managing emotions: healthy relationships; friendship; puberty</p> <p>Year 8- What makes a successful committed relationships; delaying sexual gratification</p> <p>Year 9- Delaying sexual activity and contraception</p> <p>Year 10- choices permitted by law around pregnancy;</p> <p>Year 11- Making responsible choices; pregnancy</p> <p><b>Philosophy and Beliefs-</b></p> <p>Year 10- pregnancy and abortion</p> <p><b>Science</b></p> <p><b>KS3-</b> Human reproduction</p>
<b>That there are a range of strategies for identifying and managing sexual pressure, including peer pressure, resisting pressure and not pressuring others</b>	<p><b>PSHE-</b></p> <p>Year 7 Puberty &amp; consent; healthy relationships</p> <p>Year 8 Law about sex; age of consent</p> <p>Year 9- developing intimate relationships; resisting the pressure to have sex; contraception and delaying sexual activity</p> <p>Year 10- Reasons for delaying sexual activity</p> <p>Year 11- Making responsible choices</p>
<b>That they have a choice to delay sex or to enjoy intimacy without sex</b>	<p><b>PSHE-</b></p> <p>Year 8- age of consent; delaying sexual activity</p> <p>Year 9- law about sex; delaying sexual activity</p>



	Year 10 Reasons for delaying sexual activity
<b>The facts about the full range of contraceptive choices, efficacy and options available</b>	<b>PSHE-</b> <b>Year 9</b> Developing intimate relationships; Contraception <b>Year 10</b> Human sexuality <b>Year 11</b> Pregnancy & contraception <b>Philosophy and Beliefs-</b> <b>Y10-</b> Family & Relationships explores sex before marriage and abstinence <b>Science</b> KS4- the menstrual cycle. Sexually transmitted diseases and methods of contraception.
<b>The facts around pregnancy including miscarriage</b>	<b>PSHE</b> <b>Year 9</b> Developing intimate relationships; Contraception <b>Year 10-</b> Choices permitted by law around pregnancy <b>Year 11</b> Pregnancy & contraception <b>Science</b> <b>KS3-</b> Human reproduction <b>Philosophy and Beliefs-</b> KS4- Abortion, miscarriage, pro life & pro choice
<b>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)</b>	<b>PSHE</b> <b>Year 10-</b> Choices permitted by law around pregnancy <b>Year 11</b> Pregnancy & contraception
<b>How the different sexually transmitted infections (STIs), including HIV and AIDs are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</b>	<b>PSHE</b> <b>Year 9</b> Developing intimate relationships; Contraception <b>Year 10</b> Human sexuality <b>Year 11</b> Pregnancy & contraception <b>Science</b> <b>KS3-</b> Disease & infection <b>KS4-</b> Sexually transmitted diseases  <b>Wider</b> School Nurse Visit, group talks & presentations
<b>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</b>	<b>PSHE</b> <b>Year 9</b> Developing intimate relationships; Contraception <b>Year 10</b> Human sexuality <b>Year 11</b> Pregnancy & contraception <b>Science</b> <b>KS3-</b> Disease & infection <b>KS4-</b> Sexually transmitted diseases  <b>Wider</b> School Nurse Visit, group talks & presentations
<b>How the use of alcohol and drugs can lead to risky sexual behaviour</b>	<b>PSHE</b> Year 8- Risks of illegal and legal drugs Year 9- Consent Year 11- Making responsible decision; safety in social situations
<b>How to get further advice, including how and where to access confidential sexual and</b>	<b>PSHE</b> <b>Year 10:</b> Human Sexuality <b>Year 11:</b> Making responsible decisions

<b>reproductive health advice and treatment</b>	<b>Wider</b> Tutor Programme and Assemblies used to signpost for support School Nurse visits & presentations
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## The Law

Criteria	Where is it covered?
<b>Marriage</b>	<b>PSHE</b> Year 11-Marriage, forced marriage and changing relationships <b>Philosophy and Beliefs-</b> Year 10- Relationships- marriage and cohabitation; religious beliefs about the nature & purpose of marriage <b>MFL</b> KS3 topics cover marriage and partnership views KS4 Sociology- explores traditional and modern family structures
<b>Consent, including the age of consent</b>	<b>PSHE</b> Year 7- Puberty and consent Year 8-Age of consent and what consent is, delaying sexual activity Year 9-Resisting pressure to have sex (and not applying pressure) Year 11- Abusive relationships
<b>Violence against women and girls</b>	<b>PSHE</b> <b>Year 7</b> -Healthy relationships <b>Year 8</b> - Respect for themselves and others <b>Year 9</b> -Acceptable and unacceptable behaviour in relationships <b>Philosophy and Beliefs-</b> Year 10- Gender equality <b>History</b> <b>KS3-</b> Suffrage <b>Assembly Programme-</b> women's rights & suffrage
<b>Online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc)</b>	<b>PSHE</b> <b>Year 7</b> Media stereotypes & social media <b>Year 9</b> Digital Literacy;Online presence <b>Computing</b> KS3 Esafety Units Safe and unsafe relationships <b>Wider</b> Assembly Programme
<b>Pornography</b>	<b>PSHE</b> <b>Year 10-</b> Social Media vs Reality <b>Wider</b> Online Safety Day
<b>Abortion</b>	<b>PSHE</b> <b>Year 10-</b> Choices permitted by law around pregnancy <b>Year 11</b> Pregnancy & contraception <b>Science</b> <b>KS3-</b> Human reproduction <b>Philosophy and Beliefs-</b> KS4- Abortion, miscarriage, pro life & pro choice
<b>Sexuality</b>	<b>PSHE</b> <b>Year 7-</b> Puberty



	<p><b>Year 8-</b> Law about sex, sexuality, sexual health and gender identity  <b>Year 10-</b> Human sexuality</p> <p><b>Wider-</b>  Assembly Programme  Read to Succeed</p>
<b>Gender identity</b>	<p><b>PSHE</b>  <b>Year 7-</b> Gender stereotypes; Gender stereotypes and equality of opportunity  <b>Year 8-</b> Law about sex, sexuality, sexual health and gender identity; Discrimination in all its forms</p> <p><b>Wider</b>  Read to Succeed  Assembly Programme</p>
<b>Substance misuse</b>	<p><b>PSHE</b>  <b>Year 7-</b> Healthy life choices; Legal drugs  <b>Year 8-</b> Drugs &amp; alcohol  <b>Year 9-</b> Substance abuse; Healthy lifestyles- diet  <b>Year 11-</b> Making responsible health choices  <b>Science</b>  <b>KS3-</b> Health &amp; digestion  <b>Geography</b>  Year 9- Drugs and alcohol (UK Challenges &amp; opportunities)</p>
<b>Violence and exploitation by gangs</b>	<p><b>PSHE</b>  <b>Year 7-</b> Anti social behaviour  <b>Year 8-</b> Social norms and attitudes/ peer pressure/ consequences  <b>Year 9-</b> Gang exploitation  <b>Year 10-</b> Extremism  <b>Philosophy and Beliefs-</b>  KS3 - Escape Lines Presentations- reducing and informing about child exploitation</p>
<b>Extremism and radicalisation</b>	<p><b>PSHE</b>  Year 10- Extremism  <b>Philosophy and Beliefs-</b>  Year 10- Religious extremism &amp; terrorism; riots and protest; misconceptions and subversion of Jihad in Islamic extremism</p>
<b>Criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)</b>	<p><b>PSHE</b>  <b>Year 7-</b> Anti social behaviour  <b>Year 8-</b> Social norms and attitudes/ peer pressure/ consequences  <b>Year 9-</b> Gang exploitation  <b>Philosophy and Beliefs-</b>  KS4 Crime &amp; Punishment Unit</p> <p><b>Wider</b>  Assembly Programme  Read to Succeed</p>
<b>Hate crime</b>	<p><b>PSHE</b>  <b>Year 7-</b> Prejudice &amp; discrimination  <b>Year 8-</b> Discrimination in all its forms  <b>Year 10-</b> Tolerance and community cohesion</p> <p><b>Wider</b></p>

	Assembly Programme Read to Succeed
<b>Female Genital Mutilation (FGM)</b>	Stand alone assemblies, presentations and talks

### Physical Health and Mental Wellbeing

Criteria	Where is it covered?
<b>Mental Wellbeing:</b> How to talk about their emotions accurately and sensitively, using appropriate vocabulary, that happiness is linked to being connected to others, how to recognise the early signs of mental wellbeing concerns, common types of mental ill health (e.g. anxiety and depression), how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health	<b>PSHE</b> <b>Year 7-</b> Managing emotions <b>Year 8-</b> Mental health and emotional wellbeing; Growth mindset and positive affirmations <b>Year 10-</b> Mental health and ill health and removing stigma; Growth mindset and positivity ; Dealing with stress and anxiety <b>Year 11-</b> Stress and exam anxiety  <b>Wider-</b> Assembly Programme
<b>Internet Safety and harms:</b> The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online, how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online, how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours	<b>PSHE</b> <b>Year 7-</b> Media stereotypes & social media; <b>Year 8-</b> online safety; media reliability; online gambling <b>Year 9-</b> Digital Literacy; Online presence <b>Year 10-</b> Online presence <b>Computing</b> KS3 ESafety Units  <b>Wider</b> Assembly Programme
Physical Health and fitness: the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress, the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and	<b>PSHE</b> Year 7 Healthy lifestyle choices Year 9- Diet; Exercise <b>Science</b> KS3 Health & Digestion <b>Physical Education</b> The importance of physical health and fitness is a 'golden thread' of the curriculum <b>Food Technology</b> KS3- healthy food choices & diet

cardio-vascular ill-health, about the science relating to blood, organ and stem cell donation	<b>Wider</b> Assembly Programme
<b>Drugs, alcohol and tobacco:</b> the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions, the law relating to the supply and possession of illegal substances, the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood	<b>PSHE</b> <b>Year 7-</b> Caffeine, smoking and alcohol <b>Year 8-</b> Legal and illegal drugs including energy drinks; Risks of legal drugs; Social norms and attitudes/ peer pressure/ consequences <b>Year 9-</b> Substance misuse <b>Year 10-</b> Influence and impact of drugs and gangs <b>Year 11-</b> Making responsible health choices (drugs, alcohol) <b>Science</b> KS3-4- Impacts of drugs on the body, harm of tobacco
<b>Health and Prevention:</b> Personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist	<b>PSHE</b> <b>Year 7-</b> Healthy Life style choices <b>Year 9-</b> Diet & Exercise <b>Science</b> KS4- Infection & Disease <b>History-</b> KS4 Medicine through time- germ theory and the development of immunisation  <b>Wider</b> Assembly Programme
<b>Basic First Aid:</b> basic treatment for common injuries, life-saving skills, including how to administer CPR · the purpose of defibrillators and when one might be needed	<b>PSHE</b> Year 9- First Aid
Changing Adolescent body: key facts about puberty, the changing adolescent body and menstrual wellbeing and the main changes which take place in males and females, and the implications for emotional and physical health	<b>PSHE</b> <b>Year 7-</b> Puberty <b>Science</b> <b>KS3-</b> Sexual reproduction and the reproductive organs

