**Critchill Code**

**The Critchill Code Curriculum - A School-Wide Approach to Positive Behaviour Support**

“We teach more by what we are than by what we teach.”

Will Durant (1885-1981) American Historian

At Critchill School, we have developed ‘The Critchill Code’, which is centred on a ‘School wide positive behaviour support model’ (SW-PBSM). This approach is an effective, efficient and consistent method for implementing ‘The Critchill Code’ and provides a consistent school-wide approach for all stakeholders.

The ‘Critchill Code’ ensures our school:

* Is a safe, caring and inclusive environment free from bullying, harassment, intimidation and discrimination
* Is built on positive, respectful and supportive relationships
* Recognises, acknowledges and celebrates efforts and accomplishments
* Places a high regard on student & staff well-being
* Nurtures belonging and connectedness
* Promotes and celebrates equity, equality and diversity
* Has clear expectations and consequences that are appropriately personalised to a pupil’s development/ age

Principles of ‘The Critchill Code’

* Creating a safe and caring school is a process, which requires ongoing support, direction and attention from all stakeholders.
* All members of the school community are responsible for the positive culture of the school. Student, teacher, parent and community engagement must be encouraged, nurtured and expected.
* The school community consists of students, parents/guardians, volunteers, teachers, and other adults who are in contact with students and school staff, in any school setting or school related activity.
* The positive nature of relationships within the school community, and the consistent, inclusive and nurturing nature of the school permit students to build healthy relationships, to create a strong and supportive social network, to develop emotional well-being and to achieve to the best of their ability.
* Fair and consistently implemented policies contribute to positive learning environments and reduce bullying, harassment, intimidation and discrimination.
* Positive social behaviours must be taught, modelled and reinforced throughout the curriculum and embedded in all aspects of school life.
* Inter-agency collaboration and community partnerships are essential components of building and maintaining a safe, caring and inclusive school environment.

The ‘Critchill Code’ encompasses three statements:

* Be Kind
* Be Safe
* Be Resilient

Staff are also encouraged to use ‘Code’ lessons to respond to events within school and the wider world & to celebrate and recognise achievement against the three code statements.   Pupils can ‘articulate’ the Code, what it means for them and understand how it will support them towards their Preparation for adulthood.

**The Rationale**

At Critchill School our PSHE curriculum is embedded into and taught through ‘The Critchill Code.’

This is because our students know ‘The Code’ really well and this is familiar to them.

**Intent**

The PSHE curriculum at Critchill School runs from EYFS through to KS5. It is progressive and allows students to develop their skills in all areas of the preparation for adulthood agenda and in line with a broad and balanced PSHE curriculum.  We believe that community involvement, good health, independence and employment are key to a happier, more fulfilled life. Our curriculum is designed to prepare our students for adulthood and ensure that they leave fully equipped to be positive and contributing members of their local community.

PSHE provides plentiful opportunities to explore opinions, encourage openness within discussion and ensure that both knowledge and skills based learning contributes to the personal development of each individual. The range of aims and activities covered also help our pupils to appreciate the diverse communities in which we live contributing to their spiritual, moral, social and cultural development.

We offer a broad curriculum that empowers pupils to make positive decisions about their own health and well-being, encourages them to develop skills and knowledge in a range of areas &, know how to seek support. In essence, the curriculum aims to promote positive physical, mental and emotional well-being, which is fundamental in the lives of our pupils both now and as they grow and mature.

**Implementation:**

At Critchill School we deliver the statutory Relationships Education (Primary), Relationships and Sex Education (Secondary) and Health Education (all) curriculum and non-statutory PSHE guidance for all pupils as part of our ‘Critchill Code’ Lessons

Topics are taught discretely during weekly ‘Critchill Code’ lessons. We have a whole school focused Critchill Code Day at the onset of each half term, where key themes and content are introduced. Each half term will have a ‘Critchill Code’ focus which will be school wide.

The Critchill Code curriculum is annually reviewed to quality assure both content and delivery.

In addition to this, at Critchill School the Critchill Code is embedded into our ‘Aspirational curriculum’ and can be found within:

* Individual pupil’s PLIMs.
* Thematic and Core Lessons
  + PE/ Swimming/ hydro - healthy living, physical activity, healthy lifestyle, exercise
  + Maths
  + English
  + Computing
* Preparation for Adulthood
  + Understanding risks, and making safe and informed decisions
  + Healthy relationships
  + Family and friends
  + Respectful relationships
* Sessions in ‘The Den’
* Daily Collective worship sessions
* Awards such as The Duke of Edinburgh Award and the Arts Award
* Projects such as ‘Mini Police’ and ‘Jackdaws’
* Community inclusion sessions
* Forest School sessions
* Enrichment Activities
  + Music events with Jack Daws
  + Colour Scape
  + Make the Sunshine
  + Glebe House Swimming
  + Live Music Now Project
  + Rangers
  + Physical Enrichment activities such as WOLT Days and Bouldering

Relationships and Sex Education

At our Critchill School, we believe that pupils should understand the facts about human reproduction before they leave school. Sex education ‘should ensure that both boys and girls are prepared for the changes that adolescence brings (puberty) and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born’.

At our school, puberty is taught as a statutory requirement of Health Education and covered by our PSHE Curriculum.

We recognise that quality RE, RSE & HE education is an integral part of preparation for adulthood.

“Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education” DfE Guidance p.17

We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this.

**Impact**

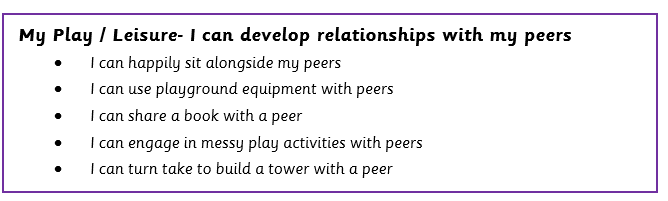
Critchill School pupils will;

* Follow an appropriate pathway to adulthood and develop the skills necessary for this including; employment, independent living, good health, and friends, family and community.
* Be encouraged to have a voice within society
* Value the importance of a healthy, active lifestyle to both their physical and mental wellbeing.
* Be an active part of their community
* Have an understanding of safety and keeping themselves safe.
* Know how and where to seek support

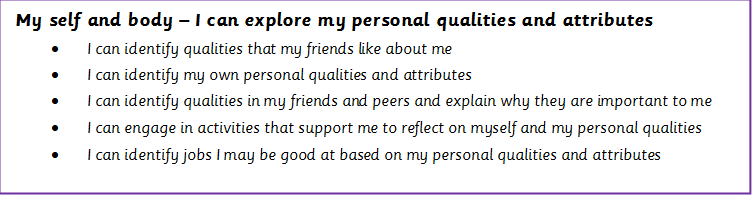
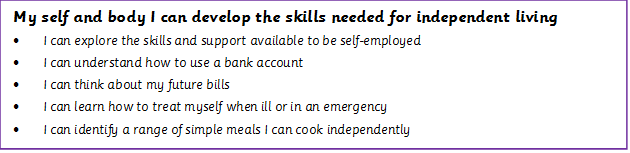
Their progression will be evident in both their personalised PLI evidence and Critchill Code workbooks. All students will develop their understanding of being safe, being kind and being resilient, from their individual starting points.

**Examples of Critchill Code (PSHE) key skills in PLIMs:**

**EYFS   Primary**



**Secondary Post 16**

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**Critchill Code**

**Whole School Curriculum**

**Relationships Education, Relationships and Sex Education (RSE) and Health Education.**



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|  | **Autumn** | | **Spring** | | **Summer** | |
| Early years and KS1 year 1 | **Caring friendship:** How important friendships are in making us feel happy and secure and how people choose and make friends.  **Families and people who care for the pupil:** That families are important for children growing up because they can give love, security and stability | **Being safe:**  Where to get advice e.g family, school and or other sources  How to report concerns or abuse and the vocabulary and confidence needed to do so  What sort of boundaries are appropriate in friendships, with peers and others (including in a digital context)  **Online relationships:**  That the same principles apply to online relationships as to face to face relationships including the importance of respect for others online including when we are anonymous.  **Internet safety and harms:**  That for most people the internet is an integral part of life and has many benefits | **Mental wellbeing**  Mental wellbeing is a normal part of daily life, in the same way as mental health  That there is a normal range of emotions and the scale of emotions that all humans experience in relation to different experiences and situations | **Respectful relationships:** The conventions of courtesy and manners  The importance of respecting others even when they are very different (for example physically in character, personality or backgrounds) or make different choice or have different preferences or beliefs | **Physical health, fitness and healthy eating:**  What constitutes a healthy diet  The importance of building regular exercise into daily and weekly routines and how to achieve this: for example walking and cycling to school, a daily active mile or other forms or regular vigorous exercise.  **Health and prevention:**  About safe and unsafe exposure to the sun and how to reduce the risk of sun damage including skin cancer  The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn  About dental health and the benefits of good oral hygiene and dental flossing including regular check-ups at the dentist | **Mental Health:**  The benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental wellbeing and happiness. |
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| Early years and KS1 year 2 | **Caring friendship:** How important friendships are in making us feel happy and secure and how people choose and make friends.  **Families and people who care for the pupil:** The characteristics of healthy family life commitment to each other including in times of difficulty; protection and care for children and other family members; the importance of spending time together and sharing each other’s lives | **Being safe:**  Where to get advice e.g family, school and or other sources  How to report concerns or abuse and the vocabulary and confidence needed to do so  About the concept of privacy and the implications of it for both children and adults including that it isn’t always right to keep secrets if they relate to being safe  **Online relationships:**  That sometimes people behave differently online including by pretending to be someone they are not  **Internet safety and harms:**  About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others physical wellbeing | **Mental Wellbeing**  How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings. | **Respectful relationships:** The conventions of courtesy and manners  Practical steps they can take in a range of different contexts to improve or support respectful relationships | **Physical health, fitness and healthy eating:** What constitutes a healthy diet  The importance of building regular exercise into daily and weekly routines and how to achieve this: for example walking and cycling to school, a daily active mile or other forms or regular vigorous exercise.  **Health and prevention:**  About safe and unsafe exposure to the sun and how to reduce the risk of sun damage including skin cancer  The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn  About dental health and the benefits of good oral hygiene and dental flossing including regular check ups at the dentist | **Mental Health:**  The benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental wellbeing and happiness. |
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| Early years and KS1 year 3 | **Caring friendship:** How important friendships are in making us feel happy and secure and how people choose and make friends.  **Families and people who care for the pupil:** That other families either in school or in the wider world sometimes look different from the family but that they should respect those differences and know that other children’s families are also categorised by love and care | **Being safe:**  Where to get advice e.g family, school and or other sources  How to report concerns or abuse and the vocabulary and confidence needed to do so  That each person’s body belongs to them and the difference between appropriate and inappropriate or unsafe physical and other contact  **Online relationships:**  That the same principles apply to online relationships as to face to face relationships including the importance of respect for others online including when we are anonymous.  **Internet safety and harms:**  How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private | **Mental wellbeing**  How to judge whether what they’re feeling and how they’re behaving is appropriate and proportionate. | **Respectful relationships:** The conventions of courtesy and manners  The importance of self respect and how this links to their own happiness | **Physical health, fitness and healthy eating:** What constitutes a healthy diet  The importance of building regular exercise into daily and weekly routines and how to achieve this: for example walking and cycling to school, a daily active mile or other forms or regular vigorous exercise.  **Health and prevention:**  About safe and unsafe exposure to the sun and how to reduce the risk of sun damage including skin cancer  The importance of sufficient good quality sleep for good health and that a lack of sleep can effect weight, mood and ability to learn  About dental health and the benefits of good oral hygiene and dental flossing including regular check ups at the dentist | **Mental Health:**  The benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental wellbeing and happiness. |
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| KS2 year 1 | **Caring friendships** The characteristics of friendship including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interest and experiences and support with problems and difficulties.  **Families and people who care for the pupil:** That stable, caring relationships that may be of different types are at the heart of happy families and are important for children’s security as they grow up | **Being safe:**  Where to get advice e.g family, school and or other sources  How to report concerns or abuse and the vocabulary and confidence needed to do so  How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know  **Online relationships:**  The rules and principles for keeping safe online how to recognise risk, harmful content and contact and how to report them.  **Internet safety and harms:**  Why social media, some computer games and online gaming for example are age restricted | **Mental wellbeing** Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. | **Respectful relationships:** The conventions of courtesy and manners  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 those in positions of authority | **Physical health, fitness and healthy eating:**  The principles of planning and preparing a range of healthy meals  The characteristics of a poor diet and risks associated with unhealthy eating (including for example obesity and tooth decay) and other behaviours (e.g the impact of alcohol on diet and health)  **Health and prevention:**  About safe and unsafe exposure to the sun and how to reduce the risk of sun damage including skin cancer  The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn  About dental health and the benefits of good oral hygiene and dental flossing including regular check ups at the dentist  How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body  **Year 6 Drugs, alcohol and tobacco:**  The facts about legal and illegal harmful substances and associated risks including smoking alcohol use and drug taking | **Mental Health:**  The benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental wellbeing and happiness. |
| KS2 year 2 | **Caring friendships**  That healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded.  **Families and people who care for the pupil:** That marriage (available to both opposite and same sex couples) and civil partnerships represent a formal and legally recognised commitment of 2 people to each other which is intended to be life long | **Being safe:**  Where to get advice e.g family, school and or other sources  How to report concerns or abuse and the vocabulary and confidence needed to do so  How to recognise and report feelings of being unsafe or feeling bad about any adult  **Online relationships:**  How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.  **Internet safety and harms:**  That the internet can also be a negative place where online abuse, trolling and bullying and harassment can take place which can have a negative impact on mental health | **Mental** **wellbeing**  That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. | **Respectful relationships:** The conventions of courtesy and manners  About different types of bullying including cyber bullying, the impact of bullying, responsibility of bystanders (primarily reporting bullying to an adult) and how to get help. | **Physical health, fitness and healthy eating:** The principles of planning and preparing a range of healthy meals  The characteristics and mental and physical benefits of an active lifestyle  **Health and prevention:**  About safe and unsafe exposure to the sun and how to reduce the risk of sun damage including skin cancer  The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn  About dental health and the benefits of good oral hygiene and dental flossing including regular check ups at the dentist  How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body  **Year 6 Drugs, alcohol and tobacco:**  The facts about legal and illegal harmful substances and associated risks including smoking alcohol use and drug taking | **Mental Health:**  The benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental wellbeing and happiness. |
| KS2 year 3 | **Caring friendships**  That most friendships have ups and downs and that these can often be worked through so that the friendship is repaired or even strengthened and that resulting to violence is never right.  **Families and people who care for the pupil:** How to recognise if family relationships are making them feel unhappy or unsafe and to seek help or advice from others if needed. | **Being safe:**  Where to get advice e.g family, school and or other sources  How to report concerns or abuse and the vocabulary and confidence needed to do so  How to ask for advice or help for themselves or others and to keep try until they are heard  **Online relationships:**  How information and data is shared and used online.  **Internet safety and harms:**  How to be a discerning consumers of information online including understanding that information including that from search engines is ranked, selected and targeted | **Mental wellbeing**  Where and how to seek support (including recognising the triggers for support) including whom in school they should speak to if they’re worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online). | **Respectful relationships:** The conventions of courtesy and manners  What a stereotype is and how a stereotype can be unfair, negative or destructive | **Physical health, fitness and healthy eating:** The principles of planning and preparing a range of healthy meals  The risks associated with an inactive lifestyle (including obesity)  **Health and prevention:**  About safe and unsafe exposure to the sun and how to reduce the risk of sun damage including skin cancer  The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn  About dental health and the benefits of good oral hygiene and dental flossing including regular check ups at the dentist  How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body  **Year 6 Drugs, alcohol and tobacco:**  The facts about legal and illegal harmful substances and associated risks including smoking alcohol use and drug taking | **Mental Health:**  The benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental wellbeing and happiness. |
| KS2 year 4 | **Caring friendships**  How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable managing conflict, how to manage the situations and how to seek help and advice from others if needed.  **Families and people who care for the pupil:** That other families either in school or in the wider world sometimes look different from the family but that they should respect those differences and know that other children’s families are also categorised by love and care | **Being safe:**  Where to get advice e.g family, school and or other sources  How to report concerns or abuse and the vocabulary and confidence needed to do so  How to ask for advice or help for themselves or others and to keep try until they are heard  **Online relationships:**  The rules and principles for keeping safe online: how to recognise risk, harmful content and contact and how to report them.  **Internet safety and harms:**  Where and how to report concern and get support with issues online | **Mental wellbeing**  It’s common for people to experience mental ill health. For many who do, the problems can be resolved if the right support is made available | **Respectful relationships:** The conventions of courtesy and manners  The importance of permission seeking and giving in relationships with friends, peers and adults | **Physical health, fitness and healthy eating:** The principles of planning and preparing a range of healthy meals  How and when to seek support including which adults to speak to in school if they are worried about their health    **Health and prevention:**  About safe and unsafe exposure to the sun and how to reduce the risk of sun damage including skin cancer  The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn  About dental health and the benefits of good oral hygiene and dental flossing including regular check ups at the dentist  How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body    **Year 6 Drugs, alcohol and tobacco:**  The facts about legal and illegal harmful substances and associated risks including smoking alcohol use and drug taking | **Mental Health:**  The benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental wellbeing and happiness. |
| KS3 year 1 | **Families**  That there are different types of committed, stable relationships  How these relationships might contribute to human happiness and their importance for bringing up children | **Online and Media/ Internet safety and harms**  **Online and Media:** Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online  **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) | **Changing Adolescent body**: key facts about puberty, the changing adolescent body and menstrual wellbeing, the main changes which take place in males and females, and the implications for emotional and physical health.  **Intimate and sexual relationships, including sexual:** 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  **The law:** Sexuality | **Respectful relationships including friendships**  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; reconciliation and ending relationships, this includes different (nonsexual) types of relationship | **Health and Fitness**  The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress,  **Drugs, alcohol and tobacco:** 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,  **The Law**: Violence and exploitation by gangs | **Mental Health**  How to talk about their emotions accurately and sensitively, using appropriate vocabulary. |
| KS3 year 2 | **Families**  That there are different types of committed, stable relationships  **The law**: marriage | **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  **The Law:** Female Genital Mutilationrespectful relationships  **Online and Media:** Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online  **Online and Media:** 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 | **Changing Adolescent body**: key facts about puberty, the changing adolescent body and menstrual wellbeing, the main changes which take place in males and females, and the implications for emotional and physical health  **The Law**: Gender identity  **Intimate and sexual relationships, including sexual: l**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 | **Basic First Aid:** basic treatment for common injuries, life-saving skills, including how to administer CPR , the purpose of defibrillators and when one might be needed. | **Health and Fitness**  The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress,  **Health and Prevention:** 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 | **Mental Health** That happiness is linked to being connected to others |
| KS3 year 3 | **Families**  That there are different types of committed, stable relationships | **Online and Media:** Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online  What to do and where to get support to report material or manage issues online  **The Law**: Online behaviours including image and information  sharing (including ‘sexting’, youth-produced sexual  imagery, nudes, etc)  **Physical health and wellbeing:**  **Online safety and harms:**  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.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.  **The law:** Extremism and radicalisation | **Changing Adolescent body**: key facts about puberty, the changing adolescent body and menstrual wellbeing, the main changes which take place in males and females, and the implications for emotional and physical health  **The law**: gender identity  **Intimate and sexual relationships, including sexual health:** That there are a range of strategies for identifying and  managing sexual pressure, including peer pressure,  resisting pressure and not pressurising others | **Consent (being safe)**  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 | **Health and Fitness**  The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress,  **Health and Prevention:** the facts and science relating to immunisation and vaccination the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn. | **Mental health**  How to recognise the early signs of mental wellbeing concerns, common types of mental ill health (e.g. anxiety and depression) |
| KS4 year 1 | **Families**  What marriage is, including their legal status - for example, 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  That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.  **The Law:** Violence against women and girls | **Online and Media:** Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online  The impact of viewing harmful content  **Physical health and wellbeing: Online safety and harms:**  how people may curate a specific image of their life online, over-reliance on online relationships including social media, 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)  **The Law**: hate crime | **Intimate and sexual relationships, including sexual health:** That they have a choice to delay sex or to enjoy intimacy  without sex  **Intimate and sexual relationships, including sexual health:** The facts about the full range of contraceptive choices,  efficacy and options available | **Consent (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  **The Law:** Female Genital Mutilation (FGM) | **Health and Fitness**  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, about the science relating to blood, organ and stem cell donation.  **Drugs, alcohol and tobacco:** the physical and psychological consequences of addiction, including alcohol dependency, awareness of the dangers of drugs which are prescribed but still present serious health risks, 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.  **The Law**: Substance misuse | **Mental Health**  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 |
| KS4 year 2 | **Families**  Why marriage is an important relationship choice for many couples and why it must be freely entered into. | **Online and Media:** Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online  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  **The law:** PornographyAbout different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help  **The Law**: Hate crime  **The law**: Extremism and radicalisation  What constitutes sexual harassment and sexual violence and why these are always unacceptable | **Intimate and sexual relationships, including sexual health:**The facts around pregnancy including miscarriage.  **Intimate and sexual relationships, including sexual health:**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)  **The Law:** Abortion | **Consent (being safe)**  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.  **The Law:** Consent, including the age of consent | **Health and Fitness**  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, about the science relating to blood, organ and stem cell donation.  **Health and Prevention:** the benefits of regular self-examination and screening | **Mental Health** the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness. |
| Post 16 year 1 | **Families**  The characteristics and legal status of other types of long-term relationships  That some types of behaviour within relationships are criminal, including violent behaviour and coercive control | **Online and Media**  That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail  **The Law:** Online behaviours including image and information  sharing (including ‘sexting’, youth-produced sexual  imagery, nudes, etc) | **Intimate and sexual relationships, including sexual health:** 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  **Intimate and sexual relationships, including sexual health:** About the prevalence of some STIs, the impact they can  have on those who contract them and key facts about  treatment | **Consent (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  **The Law**: Female Genital Mutilation | **Health and Fitness**  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, about the science relating to blood, organ and stem cell donation.  **Drugs, alcohol and tobacco:** 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, **The Law:** Violence and exploitation by gangs  **The Law:** Criminal exploitation (for example, through gang  involvement or ‘county lines’ drugs operations) | **Mental health**  How to recognise the early signs of mental wellbeing concerns, common types of mental ill health (e.g. anxiety and depression)  **Mental Health**  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 |
| Post 16 year 2 | **Families**  The roles and responsibilities of parents with respect of raising children, including the characteristics of successful parenting | **Online and Media** How information and data is generated, collected, shared and used online  **Physical health and wellbeing:**  **Online safety and harms:**  the risks related to online gambling including the accumulation of debt, also, in-purchases within apps related to gaming, how advertising and information is targeted at them and how to be a discerning consumer of information online | **Intimate and sexual relationships, including sexual health:** How the use of alcohol and drugs can lead to risky  sexual behaviour  What constitutes sexual harassment and sexual violence and why these are always unacceptable | **Consent (being safe)**  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 | **Health and Fitness**  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, about the science relating to blood, organ and stem cell donation.  **Health and Prevention:** the benefits of regular self-examination and screening  **Basic First Aid:** basic treatment for common injuries, life-saving skills, including how to administer CPR , the purpose of defibrillators and when one might be needed. | **Mental health**  How to recognise the early signs of mental wellbeing concerns, common types of mental ill health (e.g. anxiety and depression)  **Mental Health** the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness. |
| Post 16 year 3 | **Families**  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’ relationships), how to seek help or advice, including reporting concerns about others, if needed | **Online and Media**  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  **The Law:** pronographyThe 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 | **Intimate and sexual relationships, including sexual health:** How to get further advice, including how and where to  access confidential sexual and reproductive health  advice and treatment | **Consent (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 | **Health and Fitness**  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, about the science relating to blood, organ and stem cell donation. | **Mental health**  How to recognise the early signs of mental wellbeing concerns, common types of mental ill  health (e.g. anxiety and depression)  **Mental Health**  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 |