**CORE THEME 1: HEALTH AND WELLBEING**

*This core theme focuses on:*

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| 1 | how to manage transition |
| 2 | how to maintain physical, mental and emotional health and wellbeing; |
| 3 | how to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; mental and emotional health and wellbeing; and sexual health\* |
| 4 | about parenthood and the consequences of teenage pregnancy\* |
| 5 | how to assess and manage risks to health; and to keep themselves and others safe |
| 6 | how to identify and access help, advice and support |
| 7 | how to respond in an emergency, including administering first aid |
| 8 | the role and influence of the media on lifestyle |

\* Sexual health is included within this core theme; however, it is important that sexual health is considered within the context of healthy relationships. There will be similar broad overlap and flexibility between topics and areas in all three core themes.

**Building on Key Stage 3, pupils should have the opportunity to learn:**

**H1.** to evaluate the extent to which their self-confidence and self-esteem are affected by the judgments of others and ways of managing this

**H2.** to make effective use of constructive feedback and differentiating between helpful feedback and unhelpful criticism

**H3.** strategies for managing mental health including stress, anxiety and depression; a broader range of strategies for promoting their own emotional wellbeing

**H4.** the characteristics of emotional and mental health and the causes, symptoms and treatments of some mental and emotional health disorders (including stress, anxiety and depression)

**H5.** (reinforcing and building on key stage 3 learning) to recognise and manage the triggers (for themselves or their friends) for unhealthy coping strategies, such as self-harm and eating disorders; how to recognise when they or others need help, sources of help and strategies for accessing it *[NB The use of teaching activities, visiting speakers or lesson materials that provide detail on ways of self-harming, restricting food/inducing vomiting, hiding self-harm or disordered eating from others etc., or that might provide a role model or inspiration for vulnerable pupils (e.g. personal accounts of the ‘benefits’ someone experienced from their self- harm/disordered eating, their weight change etc.) can be harmful and should always be avoided]*

**H6.** to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical or mental health (including sexual health services)

**H7.** how to take increased responsibility for maintaining and monitoring their own health

**H8.** how lifestyle choices affect a developing foetus

**H9.** about STIs, including HIV/AIDS, how to protect themselves and others from infection and how to respond if they feel they or others are at risk

**H10.** to recognize and manage feelings about, and influences on, their body image including the media’s portrayal of idealised and artificial body shapes **H11.** to assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings, the use of sun lamps and tanning salons **H12.** how to recognise and follow health and safety procedures

**H13.** how to find sources of emergency help and how to perform emergency first aid, including cardio-pulmonary resuscitation (CPR)

**H14.** about personal safety and protection, how to reduce risk and minimise harm in different settings (including social settings, the workplace, the street, on roads and during travel)

**H15.** the short and long-term consequences of substance use and misuse for the health and mental and emotional wellbeing of individuals, families and communities, including the health risks related to second-hand smoke

**H16.** understand the terms ‘habit’, ‘dependence’ and ‘addiction’ in relation to substance use and where and how to access support if they have concerns

**H17.** the wider risks and consequences of legal and illegal substance use, including on their personal safety, future career, relationships and future lifestyle

**H18.** about checking themselves for cancer (including testicular and breast self-examination) and other illnesses, including knowing what to do if they are feeling unwell; strategies to overcome worries about seeking help and being a confident user of the NHS

**CORE THEME 2: RELATIONSHIPS**

**This core theme focuses on:**

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| 1 | how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills |
| 2 | how to recognise and manage emotions within a range of relationships |
| 3 | how to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters |
| 4 | about the concept of consent in a variety of contexts (including in sexual relationships) |
| 5 | about managing loss including bereavement, separation and divorce |
| 6 | to respect equality and be a productive member of a diverse community |
| 7 | how to identify and access appropriate advice and support |

**Building on Key Stage 3, pupils should have the opportunity to learn:**

**R1.** strategies to manage strong emotions and feelings

**R2.** the characteristics and benefits of positive, strong, supportive, equal relationships

**R3.** that living together, marriage and civil partnerships are ways that people freely and without coercion, demonstrate their commitment to each other

**R4.** parenting skills and qualities and their central importance to family life (including the implications of young parenthood; to be able to make informed choices about parenting including issues around breastfeeding)

**R5.** to recognise when a relationship is unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including ‘honour’ based violence, forced marriage and rape) and strategies to manage this or access support for self or others at risk.

**R6.** managing changes in personal relationships including the ending of relationships

**R7.** to develop an awareness of exploitation, bullying, harassment and control in relationships (including the unique challenges posed by online abuse and the unacceptability of physical, emotional, sexual abuse in all types of teenage relationships, including in group settings such as gangs) and the skills and strategies to respond appropriately or access support

**R8.** about the concept of consent in relevant, age-appropriate contexts building on Key Stage 3

**R9.** about the impact of domestic abuse (including sources of help and support)

**R10.** the impact of separation, divorce and bereavement on families and the need to adapt to changing circumstances

**R11.** about statutory and voluntary organisations that support relationships experiencing difficulties or in crisis, such as relationship breakdown, separation, divorce, or bereavement

**R12.** how to access such organisations and other sources of information, advice and support

**R13.** about diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them

**R14.** to understand the role of sex in the media and its impact on sexuality (including pornography and related sexual ethics such as consent, negotiation, boundaries, respect, gender norms, sexual ‘norms’, trust, communication, pleasure, orgasms, rights, empowerment, sexism and feminism)

**R15.** how to seek consent and to respect others’ right to give, not give or withdraw consent to engage in different degrees of sexual activity

**R16.** to recognise when others are using manipulation, persuasion or coercion and how to respond

**R17.** to understand the pernicious influence of gender double standards and victim-blaming

**R18.** to recognise the impact of drugs and alcohol on choices and sexual behaviour to manage unwanted attention in a variety of contexts (including harassment and stalking)

**R20.** to understand and respect others’ faith and cultural expectations concerning relationships and sexual activity

**R21.** to assess readiness for sex

**R22.** about accessing and the correct use of contraception (including emergency contraception), negotiating condom use, reinforcing and building on learning in Key Stage 3

**R23.** to understand the consequences of unintended pregnancy and of teenage parenthood (in the context of learning about parenting skills and qualities and their importance to family life)

**R24.** the reasons why parents choose to adopt/foster or to place children for adoption/fostering

**R25.** about abortion, including the current legal position and the range of beliefs and opinions about it

**R26.** the pathways available in the event of unintended pregnancy, the possible physical and emotional reactions and responses people may have to each option and who to talk to for accurate, impartial advice and support

**R27.** that fertility levels can vary in different people; can be damaged by some sexually transmitted infections, decreases with age

**R28.** about the options open to people who are not able to conceive

**R29.** the role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support)

**CORE THEME 3: LIVING IN THE WIDER WORLD**

**(ECONOMIC WELLBEING, CAREERS AND THE WORLD OF WORK)**

*This core theme focuses on:*

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| 1 | about rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy |
| 2 | how to make informed choices and be enterprising and ambitious |
| 3 | how to develop employability, team working and leadership skills and develop flexibility and resilience |
| 4 | about the economic and business environment |
| 5 | how personal financial choices can affect oneself and others and about rights and responsibilities as consumers |

**Building on Key Stage 3, pupils should have the opportunity to learn:**

**L1.** to evaluate their own personal strengths and areas for development and to use this to inform goal setting

**L2.** about the unacceptability of all forms of discrimination, and how to challenge it, prejudice and bigotry in the wider community including the workplace

**L3.** to think critically about extremism and intolerance in whatever forms they take (including religious, racist and political extremism, the concept of ‘shame’ and ‘honour based’ violence)

**L4.** to recognise the shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety or concern **L5.** how to recognise a ‘cult’; how it differs from other types of group; how cults recruit; how to seek help if they are worried for themselves or for others **L6.** how social media can offer opportunities to engage with a wide variety of views on different issues

**L7.** to recognise how social media can also distort situations or issues; can narrow understanding and appear to validate these narrow views **L8.** the legal and personal risks associated with being asked for or sharing intimate images of others and strategies for managing these risks **L9.** about harassment and how to manage this (including in the workplace); the legal consequences of harassment

**L10.** how their strengths, interests, skills and qualities are changing and how these relate to future employability

**L11.** about the information, advice and guidance available to them and how to access the most appropriate support

**L12.** to further develop study and employability skills (including time management, self-organisation and presentation, project planning, team-working, networking and managing online presence)

**L13.** about the range of opportunities available to them for career progression, including in education, training and employment

**L14.** about changing patterns of employment (local, national, European and global); about different types of business, how they are organised and financed

**L15.** to research, secure and take full advantage of any opportunities for work experience that are available

**L16.** about rights and responsibilities at work (including their roles as workers, and the roles and responsibilities of employers and unions)

**L17.** attitudes and values in relation to work and enterprise (including terms such as ‘customer service’ and ‘protecting corporate or brand image’)

**L18.** about confidentiality in the workplace, when it should be kept and when it might need to be broken

**L19.** to develop their career identity, including how to maximise their chances when applying for education or employment opportunities

**L20.** to recognise and manage the influences on their financial decisions, (including managing risk, planning for expenditure, understanding debt and gambling in all its forms); to access appropriate support for financial decision-making and for concerns over money, gambling etc.

**L21.** to be a critical consumer of goods and services (including financial services) and recognise the wider impact of their purchasing choices

 **L22.** their consumer rights and how to seek redress