



Phase 2 and 3 : LONG-TERM OVERVIEW

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phase 2 2023-24	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Phase 2 2024-25	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Phase 2 2025/26	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Phase 3 2023-24	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Phase 3 2024-25	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
Phase 3 2025-26	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	



PSHE Association <u>Programme of Study</u> Key stages 1 and 2 		PSHE education Planning Framework for Pupils with SEND Key stages 1 and 2 	
CORE THEME 1: Health and Wellbeing	Healthy Lifestyles (physical wellbeing)	STRANDS	Healthy Lifestyles
	Mental health		Managing Feelings
	Ourselves, growing and changing		Changing and Growing; Self-Awareness
	Keeping safe		Self-Care, Support and Safety
	Drugs, alcohol and tobacco		Healthy Lifestyles
CORE THEME 2: Relationships	Families and close positive relationships	STRANDS	Self-Awareness; Changing and Growing
	Friendships		Self-Awareness; Managing Feelings
	Managing hurtful <u>behaviour</u> and bullying		Self-Awareness; The World I Live In
	Safe relationships		Self-Care, Support and Safety
	Respecting self and others		Self-Awareness; The World I Live In
CORE THEME 3: Living in the Wider World	Shared responsibilities	STRANDS	The World I Live In
	Communities		The World I Live In
	Media literacy and digital resilience		The World I Live In; Self-care, Support and Safety
	Economic wellbeing: Money		The World I Live In
	Economic wellbeing: Aspirations, work and career		The World I Live In; Self-Awareness



Phase 4 & 5 LONG-TERM OVERVIEW

	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Phase 4	Transition and safety Transition to secondary school and personal safety in and outside school, including first aid	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations	Diversity Diversity, prejudice, and bullying	Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries	Financial decision making Saving, borrowing, budgeting and making financial choices
Phase 4	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies	Identity and relationships Gender identity, sexual orientation, consent, ‘sexting’, and an introduction to contraception	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks
Phase 4	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid	Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	Employability skills Employability and online presence
Phase 5	Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	Exploring influence The influence and impact of drugs, gangs, role models and the media	Addressing extremism and radicalisation Communities, belonging and challenging extremism	Work experience Preparation for and evaluation of work experience and readiness for work
Phase 5	Building for the future Self-efficacy, stress management, and future opportunities	Next steps Application processes, and skills for further education, employment and career progression	Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	Independence Responsible health choices, and safety in independent contexts	Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	Personalised Learning Targets for PSHE Address gaps Prepare for Phase 6 and life beyond school

	<p>PoS refs: H5, H13, H14, H15, H16, H17, H18, H20, H22, H34</p>	<ul style="list-style-type: none"> • how to manage physical and emotional changes during puberty • about personal hygiene • how to recognise and respond to inappropriate and unwanted contact • about FGM and how to access help and support 	
<p>Summer 1</p> <p>Relationships</p>	<p>Building relationships</p> <p>Self-worth, romance and friendships (including online) and relationship boundaries</p> <p>PoS refs: H1, R2, R9, R11, R13, R14, R16, R24</p>	<ul style="list-style-type: none"> • how to develop self-worth and self-efficacy • about qualities and behaviours relating to different types of positive relationships • how to recognise unhealthy relationships • how to recognise and challenge media stereotypes • how to evaluate expectations for romantic relationships • about consent, and how to seek and assertively communicate consent 	
<p>Summer 2</p> <p>Living in the wider world</p>	<p>Financial decision making</p> <p>Saving, borrowing, budgeting and making financial choices</p> <p>PoS refs: H32, L15, L16, L17, L18</p>	<ul style="list-style-type: none"> • how to make safe financial choices • about ethical and unethical business practices and consumerism • about saving, spending and budgeting • how to manage risk-taking behaviour 	

Phase 4 2024_2025 — MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn...	Links to SEND Assessment Framework
Autumn 1 Health & wellbeing	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use	<ul style="list-style-type: none"> about medicinal and reactional drugs about the over-consumption of energy drinks about the relationship between habit and dependence how to use over the counter and prescription medications safely how to assess the risks of alcohol, tobacco, nicotine and e-cigarettes how to manage influences in relation to substance use how to recognise and promote positive social norms and attitudes 	
Autumn 2 Living in the wider world	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work	<ul style="list-style-type: none"> about equality of opportunity in life and work how to challenge stereotypes and discrimination in relation to work and pay about employment, self-employment and voluntary work how to set aspirational goals for future careers and challenge expectations that limit choices 	
Spring 1 Relationships	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	<ul style="list-style-type: none"> how to manage influences on beliefs and decisions about group-think and persuasion how to develop self-worth and confidence about gender identity, transphobia and gender-based discrimination how to recognise and challenge homophobia and biphobia how to recognise and challenge racism and religious discrimination 	

Spring 2 Health & wellbeing	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies	<ul style="list-style-type: none"> • about attitudes towards mental health • how to challenge myths and stigma • about daily wellbeing • how to manage emotions • how to develop digital resilience • about unhealthy coping strategies (e.g. self-harm and eating disorders) • about healthy coping strategies 	
Summer 1 Relationships	Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	<ul style="list-style-type: none"> • the qualities of positive, healthy relationships • how to demonstrate positive behaviours in healthy relationships • about gender identity and sexual orientation • about forming new partnerships and developing relationships • about the law in relation to consent • that the legal and moral duty is with the seeker of consent • how to effectively communicate about consent in relationships • about the risks of 'sexting' and how to manage requests or pressure to send an image • about basic forms of contraception, e.g. condom and pill 	
Summer 2 Living in the wider world	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks	<ul style="list-style-type: none"> • about online communication • how to use social networking sites safely • how to recognise 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 • 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 • about age restrictions when accessing different forms of media and how to make responsible decisions • how to protect financial security online • how to assess and manage risks in relation to gambling and chance-based transactions 	

Phase 4 2025-2026— MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn...	Links to SEND Assessment Framework
Autumn 1 Health & wellbeing	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	<ul style="list-style-type: none"> • how to distinguish between healthy and unhealthy friendships • how to assess risk and manage influences, including online • about ‘group think’ and how it affects behaviour • how to recognise passive, aggressive and assertive behaviour, and how to communicate assertively • to manage risk in relation to gangs • about the legal and physical risks of carrying a knife • about positive social norms in relation to drug and alcohol use • about legal and health risks in relation to drug and alcohol use, including addiction and dependence 	
Autumn 2 Living in the wider world	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process	<ul style="list-style-type: none"> • about transferable skills, abilities and interests • how to demonstrate strengths • about different types of employment and career pathways • how to manage feelings relating to future employment • how to work towards aspirations and set meaningful, realistic goals for the future • about GCSE and post-16 options • skills for decision making 	
Spring 1 Relationships	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	<ul style="list-style-type: none"> • about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering • about positive relationships in the home and ways to reduce homelessness amongst young people • about conflict and its causes in different contexts, e.g. with family and friends • conflict resolution strategies • how to manage relationship and family changes, including relationship breakdown, separation and divorce • how to access support services 	

<p>Spring 2</p> <p>Health & Wellbeing</p>	<p>Healthy lifestyle</p> <p>Diet, exercise, lifestyle balance and healthy choices, and first aid</p>	<ul style="list-style-type: none"> • about the relationship between physical and mental health • about balancing work, leisure, exercise and sleep • how to make informed healthy eating choices • how to manage influences on body image • to make independent health choices • to take increased responsibility for physical health, including testicular self-examination 	
<p>Summer 1</p> <p>Relationships</p>	<p>Intimate relationships</p> <p>Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography</p>	<ul style="list-style-type: none"> • about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex • about myths and misconceptions relating to consent • about the continuous right to withdraw consent and capacity to consent • about STIs, effective use of condoms and negotiating safer sex • about the consequences of unprotected sex, including pregnancy • how the portrayal of relationships in the media and pornography might affect expectations • how to assess and manage risks of sending, sharing or passing on sexual images • how to secure personal information online 	
<p>Summer 2</p> <p>Living in the wider world</p>	<p>Employability skills</p> <p>Employability and online presence</p>	<ul style="list-style-type: none"> • about young people's employment rights and responsibilities • skills for enterprise and employability • how to give and act upon constructive feedback • how to manage their 'personal brand' online • habits and strategies to support progress • how to identify and access support for concerns relating to life online 	

Phase 5 2023_2024— MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn...	Links to SEND Assessment Framework
Autumn 1 Health & wellbeing	Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	<ul style="list-style-type: none"> • how to manage challenges during adolescence • how to reframe negative thinking • strategies to promote mental health and emotional wellbeing • about the signs of emotional or mental ill-health • how to access support and treatment • about the portrayal of mental health in the media • how to challenge stigma, stereotypes and misinformation 	
Autumn 2 Living in the wider world	Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	<ul style="list-style-type: none"> • how to effectively budget and evaluate savings options • how to prevent and manage debt, including understanding credit rating and pay day lending • how data is generated, collected and shared, and the influence of targeted advertising • how thinking errors, e.g. gambler's fallacy, can increase susceptibility to gambling • strategies for managing influences related to gambling, including online • about the relationship between gambling and debt • about the law and illegal financial activities, including fraud and cybercrime • how to manage risk in relation to financial activities 	
Spring 1 Relationships	Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	<ul style="list-style-type: none"> • about relationship values and the role of pleasure in relationships • about myths, assumptions, misconceptions and social norms about sex, gender and relationships • about the opportunities and risks of forming and conducting relationships online • how to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours 	


		<ul style="list-style-type: none"> • about the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent • how to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support • how to recognise and challenge victim blaming • about asexuality, abstinence and celibacy 	
Spring 2 Health & wellbeing	Exploring influence The influence and impact of drugs, gangs, role models and the media	<ul style="list-style-type: none"> • about positive and negative role models • how to evaluate the influence of role models and become a positive role model for peers • about the media's impact on perceptions of gang culture • about the impact of drugs and alcohol on individuals, personal safety, families and wider communities • how drugs and alcohol affect decision making • how to keep self and others safe in situations that involve substance use • how to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime • exit strategies for pressurised or dangerous situations • how to seek help for substance use and addiction 	
Summer 1 Relationships	Addressing extremism and radicalisation Community cohesion and challenging extremism	<ul style="list-style-type: none"> • about communities, inclusion, respect and belonging • about the Equality Act, diversity and values • about how social media may distort, mis-represent or target information in order to influence beliefs and opinions • how to manage conflicting views and misleading information • how to safely challenge discrimination, including online • how to recognise and respond to extremism and radicalisation 	
Summer 2 Living in the wider world	Work experience Preparation for and evaluation of work experience and readiness for work	<ul style="list-style-type: none"> • how to evaluate strengths and interests in relation to career development • about opportunities in learning and work • strategies for overcoming challenges or adversity • about responsibilities in the workplace • how to manage practical problems and health and safety • how to maintain a positive personal presence online • how to evaluate and build on the learning from work experience 	

Phase 5
2024_20
25

MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn...	Links to SEND Assessment Framework
Autumn 1 Health & wellbeing	Building for the future Self-efficacy, stress management, and future opportunities	<ul style="list-style-type: none"> • how to manage the judgement of others and challenge stereotyping • how to balance ambition and unrealistic expectations • how to develop self-efficacy, including motivation, perseverance and resilience • how to maintain a healthy self-concept • about the nature, causes and effects of stress • stress management strategies, including maintaining healthy sleep habits • about positive and safe ways to create content online and the opportunities this offers • how to balance time online 	
Autumn 2 Living in the wider world	Next steps Application processes, and skills for further education, employment and career progression	<ul style="list-style-type: none"> • how to use feedback constructively when planning for the future • how to set and achieve SMART targets • effective revision techniques and strategies • about options post-16 and career pathways • about application processes, including writing CVs, personal statements and interview technique • how to maximise employability, including managing online presence and taking opportunities to broaden experience • about rights, responsibilities and challenges in relation to working part time whilst studying • how to manage work/life balance 	
Spring 1	Communication in relationships	<ul style="list-style-type: none"> • about core values and emotions 	


Relationships	Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	<ul style="list-style-type: none"> • about gender identity, gender expression and sexual orientation • how to communicate assertively • how to communicate wants and needs • how to handle unwanted attention, including online • how to challenge harassment and stalking, including online 	
		<ul style="list-style-type: none"> • about various forms of relationship abuse • about unhealthy, exploitative and abusive relationships • how to access support in abusive relationships and how to overcome challenges in seeking support 	
Spring 2 Health & wellbeing	Independence Responsible health choices, and safety in independent contexts	<ul style="list-style-type: none"> • how to assess and manage risk and safety in new independent situations (e.g. personal safety in social situations and on the roads) • emergency first aid skills • how to assess emergency and non-emergency situations and contact appropriate services • about the links between lifestyle and some cancers • about the importance of screening and how to perform self examination • about vaccinations and immunisations • about registering with and accessing doctors, sexual health clinics, opticians and other health services • how to manage influences and risks relating to cosmetic and aesthetic body alterations • about blood, organ and stem cell donation 	
Summer 1 Relationships	Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	<ul style="list-style-type: none"> • about different types of families and changing family structures • how to evaluate readiness for parenthood and positive parenting qualities • about fertility, including how it varies and changes • about pregnancy, birth and miscarriage • about unplanned pregnancy options, including abortion • about adoption and fostering • how to manage change, loss, grief and bereavement • about 'honour based' violence and forced marriage and how to safely access support 	

Phase 6 Core and Extended KS4/5 	23/24
Autumn 1	Introduction to Preparation for Adulthood / One Off Taster Sessions
	<ul style="list-style-type: none"> • Independent Travel • Confidence and Self-Esteem • Mental Health and Wellbeing & Coping Strategies • Sexual Health & Healthy Relationships • Online Awareness • Physical Health • Money Management • Social Skills
Autumn 2	Independent Living
	<ul style="list-style-type: none"> • How to assess and manage risk and personal safety in new independent situations, including online • How to manage personal safety in relation to travel, including cycle safety, young driver safety, passengersafety, using licensed taxis and getting home safely • Safety, rights and responsibilities when travelling in the UK and abroad, including passport andinsurance requirements
Spring 1	Health
	<ul style="list-style-type: none"> • How to seek and assertively give, not give or withdraw consent, in all contexts • Legal and moral responsibilities in relation to seeking consent and how to recognise factors that might affect capacity to consent • The emotional, physical, social and legal consequences of failing to respect others' right not to give or withdraw consent • How to identify the signs of abuse, exploitation and assault or rape • Where and how to access support and report concerns, including online • To evaluate attitudes towards sexual assault and their impact; how to challenge victim-blaming, including when abuse occurs online • How to recognise manipulation and coercion and manage negative influence and persuasion • Exit strategies for unhealthy relationships • Rights in relation to harassment, including online, stalking and violence, how to respond and where to seek help • Exit strategies for pressurised and dangerous situations
Spring 2	Employment
	<ul style="list-style-type: none"> • How to assess strengths, interests, values, and skills to set realistic, aspirational goals • How to evaluate the options available in education, training and employment post-18, including highereducation, further training or apprenticeships, and gap year opportunities • How to evidence strengths and skills and use this when applying and interviewing for future roles andopportunities • How to evaluate the changing patterns and trends in the labour market, locally, nationally and internationally,and benefit from potential opportunities • How to evaluate the financial advantages, disadvantages and risks relating to post-18 options • How to evaluate the potential gains and risks of different credit/debt arrangements and repaymentimplications, including student loans

Summer 1	Community Inclusion
	<ul style="list-style-type: none"> • Develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood • Understand how the roles played by public institutions, public services, interest and pressure groups, charities and voluntary groups provide a voice and support for different groups in society • The different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity • Participate in a voluntary role
Summer 2	Health
	<ul style="list-style-type: none"> • How to manage work-life balance, including study, leisure, exercise, sleep and time online • Strategies to promote mental health and emotional wellbeing and address difficulties • Stress management strategies • About the signs of emotional or mental ill-health • How, when and why to access appropriate support and treatment • About the effects on body image and self-esteem, of idealised images of bodies and pressure to conform • Strategies to manage influences on body image • How to manage influences and risks relating to cosmetic and aesthetic body alterations

Phase 6 Core and Extended KS4/5	24/25
Autumn 1	<p>Introduction to Preparation for Adulthood / One Off Taster Sessions</p> <ul style="list-style-type: none"> • Independent Travel • Confidence and Self-Esteem • Mental Health and Wellbeing & Coping Strategies • Sexual Health & Healthy Relationships • Online Awareness • Physical Health • Money Management • Social Skills
Autumn 2	<p>Independent Living</p> <ul style="list-style-type: none"> • How to effectively plan expenditure and budget for changes in circumstances (e.g. when moving out or going to college) • About salary deductions, including taxation, national insurance, student loan repayments and pensions, and how to manage these • How to evaluate savings options • Consumer rights, how to resolve disputes and access support • How to manage financial contracts, including mobile phone services and renting items and accommodation, and identify appropriate advice • How to evaluate the potential gains and risks of different debt arrangements and repayment implications • The risks involved in different financial ventures, including illegal schemes (e.g. illegal money transfers) • How to critically assess different media sources • How to critically evaluate online content and recognise propaganda, manipulation, biased or misleading information
Spring 1	<p>Health</p> <ul style="list-style-type: none"> • How to select appropriate contraception in different contexts and relationships • How to reduce the risk of contracting or passing on an STI • Accessing local and national advice, diagnosis and treatment in relation to sexual health • How to assertively communicate relationship expectations • How to recognise manipulation and coercion, how to seek and assertively give, not give, or withdraw consent • How to effectively evaluate and use the most appropriate methods of contraception in different circumstances (including emergency contraception) and communicate about use with a sexual partner • Sexual health services, locally, nationally and online, and how to access and use them • To recognise how fertility changes over time and evaluate the implications of this

Spring 2	Employment
	<ul style="list-style-type: none"> • How to evaluate strengths, skills and interests in relation to future roles and opportunities • How to be enterprising in life and work • How to write an effective CV and prepare for interviews for part-time work • About career opportunities in a global economy • About rights and responsibilities in different types of employment, including full-time, part-time, and jobs in the 'gig economy' • How to demonstrate professional conduct, including following health and safety protocols • About workplace confidentiality and security, including cyber-security and data protection • When, why and how to seek or provide support in response to bullying and harassment in the workplace • Strategies for overcoming challenges or adversity in the workplace • The role of trade unions and professional organisations
Summer 1	Community Inclusion
	<ul style="list-style-type: none"> • How a young person can think about living in their wider community and how they will have a social life • Think about interests and hobbies, including joining clubs or organisations and where it would be possible to meet and find friends • Participate in a range of activities to develop an understanding of personal interests
Summer 2	Health
	<ul style="list-style-type: none"> • Skills to improve adaptability and resilience during periods of change and strategies to manage change • The importance of monitoring personal health and wellbeing • How to make informed, independent health choices and manage media messages about health (including about vaccination/immunisation) • How to maintain a healthier diet • Registering with and accessing doctors, opticians and other health services • Screening and how to perform (e.g. breast and testicular) self-examination • Illnesses that particularly affect young adults, such as meningitis and 'freshers' flu'

Phase 6 Core and Extended KS4/5 	25/26
Autumn 1	Introduction to Preparation for Adulthood / One Off Taster Sessions
	<ul style="list-style-type: none"> • Independent Travel • Confidence and Self-Esteem • Mental Health and Wellbeing & Coping Strategies • Sexual Health & Healthy Relationships • Online Awareness • Physical Health • Money Management • Social Skills
Autumn 2	Independent Living
	<ul style="list-style-type: none"> • Making decisions around where I can live post-18 • Understanding who I may live with in the future • Understanding what benefits might be available • How to manage a living space e.g. cooking, cleaning, personal hygiene • Ensuring the following are in place before moving out of the family home: bank account, benefits in place, photo identification e.g. passport
Spring 1	Health
	<ul style="list-style-type: none"> • How to manage mature friendships, including making friends in new places • Strategies to confidently manage transitional life phases, such as leaving school, or leaving home for the first time • Personal safety in new relationships, including online • How to maintain healthy, pleasurable relationships and about different levels of emotional intimacy, the role of pleasure, and the difference between 'love' and 'lust' • Relationship challenges and how to manage the ending of relationships safely and respectfully, including online • How to assertively communicate and negotiate boundaries in relationships • Professional relationships; how to build meaningful relationships in the workplace and establish and respect boundaries • How to manage strong emotions, communicate constructively and negotiate difficulties • Strategies to recognise, de-escalate and exit aggressive social situations • How to evaluate the dangers and consequences of involvement in gangs, serious organised crime or carrying a weapon

Spring 2	Employment
	<ul style="list-style-type: none"> • How to evaluate strengths, skills and interests in relation to future opportunities and career development • The implications of the global market for future choices in education and employment • How to identify appropriate 'next steps' post-18, such as higher education, further training or apprenticeships, and gap year opportunities • The application processes, including how to write a concise and compelling personal statement, effectively refine and tailor a CV and prepare for interviews • How to build and maintain a positive professional identity and online presence • That creating and sharing content online can contribute to, or challenge, a positive online presence • How to effectively challenge online content that adversely affects personal or professional reputation • How social media can expand, limit or distort perspectives • How to set and maintain boundaries around personal privacy • How to manage online safety in all its forms, including seeking help when appropriate
Summer 1	Community Inclusion
	<ul style="list-style-type: none"> • How to communicate personal values in different types of relationships • Strategies to challenge prejudice and discrimination in relation to inclusion and any of the protected characteristics of the Equality Act (2010) • Rights, roles and responsibilities in a diverse society and how to respect and advocate for them • To celebrate cultural diversity and promote inclusion • The ways different faith or cultural views can influence relationships, and how to challenge these if appropriate • How to safely challenge prejudice and discrimination, including online • Extremism and radicalisation, how to reduce the risks and when, where and how to seek help
Summer 2	Health
	<ul style="list-style-type: none"> • How to perform first aid • How to evaluate when to summon emergency services and about the importance of giving accurate information, even in cases where there may be legal consequences • To identify and manage the impact of substance use on health, personal safety, decision making and sexual behaviour • The consequences of substance use, and how to manage use of alcohol and other drugs • The risks of being a passenger with an intoxicated driver and how to manage this • The impact of substance use on road safety, work-place safety, reputation and career