

The Safeguarding, PSHE, RSHE, Careers and Economic curriculum is delivered in various approaches; via...

- PSHE lessons, PSHE tutor time, Safeguarding hot topic tutor time, liaison with Safeguarding function, PSHE app Peerscroller, ARKS Values, spotlight calendared days/ weeks and months, Mental Health Lead, Breathe sessions, dedicated wellbeing spaces, Behaviour for Learning system, school policies, assemblies, Careers Advisor and coordinated events, workshops and cross curricular mapping within subject specialisms – by way of in-house delivery or by external enrichment providers.

For PSHE lessons, the following letters in the icons correspond to the statutory RSHE guidance sections as follows and under the individual topic overviews:

Relationships Education		Health Education (Health and wellbeing)	
F	Families	MW	Mental wellbeing
RR	Respectful Relationships	WO	Wellbeing online
OSA	Online safety and awareness	PHF	Physical health and fitness
BS	Being safe	HE	Healthy eating
ISR	Intimate and sexual relationships, including sexual health	DATV	Drugs, alcohol, tobacco and vaping
		HPP	Health protection and prevention, and understanding the healthcare system
		PS	Personal safety
		BFA	Basic first aid
		DB	Developing bodies

Healthy positive relationships

KS3 | Learning opportunities: Students should have the opportunity to learn...

1. to develop a healthy relationship with themselves; ways to develop self-worth, self-respect, personal interests and independence; to clarify personal values in relation to friendships and intimate relationships **RR3**
2. about different types of relationships, including friendships, family, peer, romantic and intimate relationships, and the features of positive, healthy relationships, e.g. care, equality, honesty, respect and trust; how to recognise when they are being treated with respect by others **RR1 RR3 ISR3**
3. that sexual attraction and sexuality are diverse **RR1 RR3**
4. the importance of loving family relationships for bringing up children and roles and responsibilities within families **F2 F7**
5. qualities and behaviours they should expect in family relationships, and what to do if family life makes them feel unsafe **F8**
6. that ethical behaviours in relationships include care, attention and respect for the other person; about behaviours online and offline, that build or undermine trust; the effect of power imbalances on relationship behaviours **RR8 RR10**
7. how their behaviour affects others, and the role of kindness and respect in supporting inclusive communities; how to behave kindly and respectfully in all contexts, including in public spaces and in interactions with people they don't know **RR2 RR5**
8. how to form, maintain, manage and end relationships safely and responsibly, including online; how to manage emotions when relationships end or change **RR7**
9. the skills of active listening, clear communication, negotiation, compromise, and how to reconcile after disagreements, including within families **RR5 F8**
10. the services available to support healthy relationships and manage unhealthy relationships, and how to access them **RR5 RR6 BS16 ISR11**

Boundaries and consent

KS3 | Learning opportunities: Students should have the opportunity to learn...

1. the skills to communicate and recognise consent, including in early romantic or sexual relationships; how to seek, give, not give and withdraw consent (in all contexts, including online) **RR8 RR10 BS1**
2. that consent is freely given and that being pressurised, manipulated or coerced to agree is not giving consent, and how to seek help in such circumstances **RR8 BS1**
3. that ethical behaviour involves more than simply gaining consent, and requires kindness, respect, care and attention to the needs of the other person **RR8 BS1**
4. about influences on peoples' decision to engage in sexual activity e.g. values, faith, law; that everyone has the choice to delay sex, or to enjoy intimacy without sex **ISR2 ISR3**
5. how to recognise and respond to pressure to engage in sexual activity, and the importance of not pressuring others **BS2**
6. that the seeker of consent in any circumstances is legally and morally responsible for ensuring that consent has been given, and that if consent is not given or is withdrawn, that decision should always be respected; the legal age of sexual consent **RR8**

Harmful relationship behaviours

KS3 | Learning opportunities: Students should have the opportunity to learn...

- ways to assess trustworthiness; to recognise that people can sometimes appear trustworthy when they are not; to listen to instincts or the concerns of others to help decide if something about a person or situation does not feel right or feels unsafe **BS3 BS4**
- the characteristics of exploitative behaviours, including grooming and sexual exploitation; to recognise warning signs that someone might need help and support; strategies to respond and get help **BS11**
- to distinguish between crushes, romantic gestures and obsessive fixation on others **BS10**
- to recognise the signs of relationship abuse, including in the home; that abuse can take different forms; strategies to seek help and support **BS9 BS16**
- what is meant by, and how to recognise, harmful sexual behaviour, sexual assault, harassment and violence; that these are always unacceptable and never the fault of the person experiencing them **BS5 BS8**
- the laws relating to harmful sexual behaviour, sexual harassment and sexual violence, and examples of such behaviours, including unwanted sexual language, attention or contact, sharing intimate images without consent, upskirting, and other inappropriate sexual behaviour **BS6 BS7**
- the characteristics of harmful behaviours online, including on social media, such as bullying, abuse and harassment; to recognise warning signs and how to report abusive behaviours or access support for themselves or others **WO3 BS8 OSA10**
- what to do if worried about their own behaviour; appropriate sources of support and how, when and why to access it **BS16 ISR11**
- the facts, laws, risks and harms associated with female genital mutilation (FGM); strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM **BS13**

Puberty and adolescence

KS3 | Learning opportunities: Students should have the opportunity to learn...

- about the maturing female and male adolescent body and strategies to manage the emotional and physical changes (e.g. periods, wet dreams, body hair, voice, body shape and skin changes) that are a typical part of growing up **DB1**
- about the adolescent brain; the relationship between brain development and hormonal changes as people mature **DB2**
- how to manage menstrual wellbeing, choose and access appropriate menstrual products; who to talk to if concerned or for advice about menstrual health **DB3**
- (at late key stage 3) how and why to carry out regular self-examination e.g. breast and testicular self-examination **HPP4**

Sex education

KS3 | Learning opportunities: Students should have the opportunity to learn...

1. to gauge readiness for sexual intimacy and that sexual, intimate relationships should be pleasurable and positive **ISR1**
2. how choices about sex can impact physical health, relationships and mental wellbeing **ISR4**
3. the law relating to sexual consent **RR8** **ISR2**
4. about the purpose and efficacy of different contraceptives; how and where to access contraception and medically accurate advice **ISR6** **ISR12**
5. the communication skills to effectively discuss contraceptive use (including condoms) with a partner **ISR6**
6. the risks related to unprotected sex, including sexually transmitted infections (STIs) and unintended pregnancy **ISR7** **ISR9**
7. about STIs, how they are spread and how they can be prevented and treated; the importance of regular testing for sexually active people **ISR8** **ISR9**
8. how to access confidential advice and treatment regarding sexual health **ISR12**

Inclusion, bullying and discrimination

KS3 | Learning opportunities: Students should have the opportunity to learn...

1. that people have different values and perspectives, and how to manage differences constructively and respectfully **RR4** **RR5**
2. that on any issue there will be a range of viewpoints; that people may say things on social media in more extreme or exaggerated ways than they would offline, and the impact this can have on themselves and others; how and why conflicts can escalate when communicating on social media **OSA3** **OSA9**
3. the legal rights and responsibilities everyone has as a unique and equal member of an inclusive, diverse community; the laws that protect people with protected characteristics from discrimination **RR9** **RR2**
4. the impact of stereotypes, prejudice and discrimination on individuals and relationships, including online; that prejudice-based language and behaviour, including sexism, homophobia, biphobia, transphobia, racism, ageism, ableism and faith-based prejudice, are unacceptable and cause harm to individuals and communities; how to challenge discrimination safely **RR9**
5. to recognise bullying, and its impact, in all its forms; the skills and strategies to respond to experiencing, or witnessing others, being bullied **RR6**

Online life

KS3 | Learning opportunities: Students should have the opportunity to learn...

1. about rights, responsibilities and opportunities online, including on social media; how to establish personal values and clear boundaries around aspects of life that they want to share and keep private
OSA1 OSA4
2. how to safely and responsibly form, maintain and manage positive, respectful and safe relationships online OSA1
3. that features of the internet can amplify risks and opportunities, e.g. the speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity; strategies to identify and reduce risk from people online that they do not already know, including managing personal information, privacy and location settings OSA2 OSA4
4. the role social media plays in connecting people, sharing experiences and finding community WO1
5. that what people share online about their life does not always reflect their reality; that media and social media can reinforce unrealistic expectations around physical appearance and relationships; the impact of comparing oneself to others online WO2
6. how to approach online and social media content critically, including identifying bias, mis- and disinformation, and assessing the likelihood that content is untrue, manipulated or created by AI; the importance of seeking a variety of perspectives on issues and strategies for fact-checking online information WO5 OSA3
7. how information and data is generated, collected, shared and used online, including for commercial purposes; choices people can make about how their data is kept private or used OSA12 OSA13
8. that they will encounter information and advertising online that is manipulated, exaggerated or targeted towards them using their data; ways to limit targeted content and manage their responses to it WO5
9. how persuasive design features affect the time people spend online; strategies for managing the effects of persuasive design features, and how to recognise when and why they need to come offline WO1
10. how to recognise online scams to extort money or information in different contexts; the impact of online scams on individuals and society; ways to protect personal information and finances online OSA14

Online harms

KS3 | Learning opportunities: Students should have the opportunity to learn...

1. that some online content (e.g. graphic videos, pornography, some computer games) is inappropriate, disturbing, upsetting or encourages harmful behaviours and attitudes, such as misogyny, discrimination or violence **OSA8** **OSA11**
2. how to manage settings on platforms and services to avoid distressing content online, and the importance of speaking to someone if this content is seen, intentionally or accidentally **WO7** **OSA8**
3. how the portrayal of relationships and sex in the media, including pornography, and some online communities, can influence relationship expectations and attitudes, and normalise harmful behaviours **RR11** **RR12** **BS15** **OSA11**
4. how generative AI works and is used; the ethical considerations related to generative AI, including regarding people's rights and the environment; about the impact and possible harms of generative AI tools, such as chatbots, on wellbeing, relationships and advice seeking **OSA15**
5. the laws, protections and consequences related to nude, intimate or sexual image sharing, including AI-generated imagery; how to manage any request or pressure to share an image of themselves or others; the impact of sharing sexual images of others without consent, including legal consequences **OSA4** **OSA5**
6. about the motivations, consequences and potential harms of creating and sharing deepfakes **OSA7**
7. when, why and how to report concerns to trusted adults and relevant platforms and organisations, such as Childline, CEOP, NSPCC's Report Remove tool or the police, and how this can help **OSA6**

Mental health and wellbeing

KS3 | Learning opportunities: Students should have the opportunity to learn...

1. how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary **MW1**
2. how language and misconceptions about mental health can affect how someone responds to mental health difficulties; ways to challenge stigma and access appropriate support services and mental health organisations **MW1 MW4 MW5**
3. the benefits of sleep, physical activity, personal interests, hobbies and time outdoors/in nature for wellbeing, happiness and developing a positive relationship with oneself **RR3 MW2**
4. how friendships, community participation and doing things for others can contribute to belonging, happiness and wellbeing; that most people will feel lonely at times and ways to manage feelings of loneliness **MW2 MW3**
5. that families can change; how to respond to changes in family relationships including birth, loss, death, separation, divorce and new relationships **F6**
6. about factors that affect wellbeing in adolescence; how to evaluate which activities contribute to their wellbeing; that it is normal to experience a range of emotions at different times, including worrying or feeling down, and that these are not in themselves a sign of a mental health condition **MW4 MW6**
7. to recognise situations which may increase feelings of anxiety or worry; how to overcome barriers to participating in enjoyable or rewarding activities; that participating in these activities can help reduce anxiety over time **MW7**
8. how to manage emotions and promote a sense of individual agency when they may feel powerless or overwhelmed, e.g. in response to the climate crisis or distressing events **MW4 MW7**
9. how self-regulation strategies and problem solving can help to manage strong, unpleasant or uncomfortable feelings (including worry, anxiety, tension, stress, anger and fear), and to manage distractions, respond to disappointments and setbacks, and promote wellbeing **MW7**
10. to recognise warning signs of emotional and mental health difficulties, such as anxiety, depression, or eating disorders; why self-harm and disordered eating are unhealthy coping strategies; why, when and how to seek help for self or others, even when it is challenging to do so * **MW5**

** In line with best practice outlined in the statutory RSHE guidance under Health and wellbeing (42-47), it is important to avoid teaching that provides instruction on unhealthy coping strategies (e.g. ways of self-harming, restricting food/inducing vomiting, hiding behaviour from others), or that might provide inspiration for students who are more vulnerable.*

Healthy lifestyles

KS3 | Learning opportunities: Students should have the opportunity to learn...

1. the characteristics of a healthy lifestyle, what is meant by a healthy weight and that this can vary among individuals; how to establish and maintain healthier habits **PHF1**
2. the benefits of physical activity and exercise for health and wellbeing **PHF1 PH3 MW2**
3. to recognise positive and negative influences on, and barriers to, physical activity; strategies to reduce the impact of barriers and respond to influences **PHF1**
4. the importance of sleep, managing changing sleep patterns throughout adolescence and strategies to maintain good quality sleep **HPP6**
5. about nutrition and the role of a balanced diet as part of a healthy lifestyle **HE1**
6. how food and drink choices can affect wellbeing and physical health, including tooth decay; what can influence those choices; strategies for making healthier, independent decisions about food and drink **HE1 HE2**

Keeping well, health services and first aid

KS3 | Learning opportunities: Students should have the opportunity to learn...

1. the importance of oral hygiene (including teeth brushing, food and drink choices, regular check-ups); the difference between dentistry for health and wellbeing and for purely cosmetic purposes **HPP2**
2. hygiene routines, treatment and prevention of infections; the purpose of vaccinations offered during adolescence such as HPV; the benefits of immunisation for individuals and society **HPP1 HPP5**
3. how to take increased responsibility for all aspects of health, including maintaining personal hygiene and preventing sun damage **HPP1 HPP4**
4. where to find reliable health information; the different health services available (pharmacists, GPs, A&E, sexual health clinics); how, when and why to access them **HPP3 HPP8**
5. how to respond to common injuries or minor ailments, including basic first aid **BFA1 HPP3**
6. how to respond in a range of emergency situations; to report rather than film incidents **BFA2**
7. life-saving skills, such as cardio-pulmonary resuscitation (CPR) **BFA2**
8. the purpose of defibrillators, how to locate and use them, and that anyone can do so **BFA3**

Drug education

KS3 | Learning opportunities: Students should have the opportunity to learn...

1. the importance of taking prescription and over-the-counter medicines correctly **DATV5**
2. about legal and illegal substances, including the short and long-term health risks associated with their use; that substances can be adulterated or counterfeit **DATV1**
3. the law relating to the supply, possession, use and misuse of legal and illegal substances **DATV1 DATV2**
4. to evaluate influences, attitudes, social norms and cultural values about alcohol, including the harms and law related to alcohol sale and consumption **DATV3**
5. about the physical harms caused by smoking tobacco (e.g. lung cancer and cardiovascular disease); the physical and mental health benefits of quitting, and strategies to do so, including nicotine substitutes and the role of vaping **DATV6 MW9**
6. strategies to manage pressure to vape; the risks associated with non-smokers using vapes, including the risks of illicit vapes containing drugs **DATV7**
7. strategies to manage a range of influences, including peer influence, on drug use; about problematic and harmful drug use, including sources of help and support **DATV1 DATV4**

Economic wellbeing

KS3 | Learning opportunities: Students should have the opportunity to learn...

1. about different values and attitudes relating to finance, including debt; that families and individuals need to actively manage their finances
2. how to manage emotions in relation to money
3. how to assess and manage risk in relation to financial decisions that young people might make
4. how to manage influences on spending, including advertising, peers, climate and ethical business practices; what makes something 'good value for money' and how this can be different for different people

Careers education: aspirations, learning and work

KS3 | Learning opportunities: Students should have the opportunity to learn...

1. that everyone has a different pathway through life, education and work; that all jobs and careers have different challenges and rewards; routes into work, training and other vocational and academic opportunities
2. to review their values and personal qualities, and develop their strengths, interests and skills; how these might impact their future education and career choices
3. to identify their own early career aspirations, and how to manage feelings about future employment, including anxiety, worry or uncertainty
4. how to set realistic yet ambitious targets and goals; the benefits of setting ambitious goals and being open to opportunities in all aspects of life
5. to identify transferable skills and qualities that will benefit someone throughout their education and career; how to develop study, organisational, research, digital, and presentation skills, flexibility, creativity and initiative
6. about different work roles, career pathways, employment sectors, types and patterns of work, including employment, self-employment, entrepreneurialism and voluntary work; the factors that might influence a person's type of employment
7. factors, including employment rights, and fair recruitment and working practices, that can contribute to a positive work environment
8. the options available to them at key stage 4, sources of information, advice and support, and the skills to manage this decision-making process
9. how external influences, including stereotypes and family or cultural expectations, can affect key stage 4 option choices; how to manage emotions and pressures relating to options, including how to challenge influences that may limit aspirations

Year 7	
1 Mental health and wellbeing	
L1	What is mental health? • Your mental health • Move for your mental health • Learning to surf • Importance of sunlight • Sadness is okay!
L2	Social media and mental health • Trees VS Tiktok • How can your feed affect you? • The problem with doomscrolling • 3 ways to digitally detox • The History of Filters and Edited Pictures
2 Inclusion, bullying and discrimination	
L3	What is diversity? • Let's stamp out discrimination! • What does inclusion look like? • Paddington and 'being British'
3 Puberty and adolescence	
L4	Growing up; physical and mental changes • Physical changes during puberty • Hygiene check! • Overreacting, or just reacting?
L5	Understanding menstruation I • Answering boys' questions about periods • My period hasn't started yet • Tips for a more comfortable period! • Where to access free pads
4 Boundaries and consent	
L6	Staying safe, setting boundaries online I • Online Safety – Personal Data • Someone keeps messaging and you don't like it • Why would someone pretend to be a child online?
5 Healthy, positive relationships	
• Healthy Friendships • Being a team in a relationship • How do you create stability within a family? • Can you disagree with a friend?	
6 Harmful relationship behaviours (incl. FGM)	
• Dealing with someone not respecting boundaries? • Why you shouldn't try to 'win' arguments • What's gaslighting? • What's FGM?	
7 Online life	
• What are alt text and image descriptions? • Using Social Media consciously • Questioning what you see online • Internet – information travels fast	

• Do I need to edit my selfies?	
8 Online harms • Game Over? Radicalisation in Online Gaming Spaces • Can you spot a scammer? • What's the Manosphere? • Real vs AI images • Social media flexing: Are they really rich? • Should I be watching this...?	
9 Healthy lifestyles • Healthy heart! • How does food affect your concentration? • THIS MANY people don't get enough exercise?! • How to get a good night's sleep! • What's self-care? • Benefits of playing Team sports	
10 Keeping well, health services and first aid • How do you call the doctor on your own? • If anxiety systems persist go to the doctor! • Could your bag save a life? • Calling 999 in a knife crime emergency	
11 Drug education • Smoking & Drugs Quiz • The Law on Drug Possession • Hiding drugs for a friend? What do you do? • Making decisions under the influence	
12 Personal safety, risk and influence • How to tell if people are trustworthy • Have you topped up YOUR safety bar? • Risk • Wild swimming safety • Exit strategies for pressurised situations	
13 Economic wellbeing	
• Are you spending LOADS while gaming? • Spending money makes me feel stressed	Spending decisions
• The secret behind the supermarket layout • How does Klarna really work?	Budgeting
• Do you know what you want to be when you grow up? • What's an apprenticeship?	Getting a job
<i>[KS3 Inflation video in the works]</i>	Inflation
? Y7 Assessment	
PSHE Topics as above plus revision via Peerscroller and Satchel:One	
L?	Y7 PSHE Assessment

Year 8	
1 Mental health and wellbeing	
L1	Mental health: talking about our emotions • Naming your emotions • Can boys talk about their feelings? • Feelings are like clouds • Being open with your friends • Struggling to open up
L2	Self-esteem and confidence • What's self-esteem? • Let's build our self-confidence • The Power of Saying 'I am' • Not feeling smart enough • All bodies are different – and that's okay! • Micro: Arrogance vs Esteem
2 Inclusion, bullying and discrimination	
L3	Challenging gender stereotypes • Gender roles in relationships • Why the women's team is equally important • Finding your style!
L4	Recognising and preventing discrimination • Let's stamp out discrimination! • What does inclusion look like? • What does refugee, asylum seeker or migrant mean? • How can I be a good ally?
3 Puberty and adolescence	
L5	Sexuality: an introduction • Heartstopper and risk for LGBT youth
4 Boundaries and consent	
L6	Staying safe, setting boundaries online II • The Price of Posting • What's an echo chamber? • Respecting privacy on private pictures
5 Healthy, positive relationships	
6 Harmful relationship behaviours	
7 Online life	
8 Online harms	
9 Healthy lifestyles	
10 Keeping well, health services and first aid	
11 Drug education	
12 Personal safety, risk and influence	
13 Economic wellbeing	
L?	Opening a bank account
L?	Reading a bank statement
L?	How to save money
L?	Debit and credit cards
L?	Managing debt
L?	A guide to banking

Year 9	
1 Mental health and wellbeing	
L1	Mental health: developing coping strategies • Coping strategies • Coping with anxiety: the 4 C's! • Stress bucket • How can humming calm your nervous system
2 Inclusion, bullying and discrimination	
L2	Challenging prejudice and discrimination • Which Upstander are you? • What does inclusion look like? • Employment – know your rights! • Can I ask this?
3 Puberty and adolescence	
L3	Understanding menstruation II • Tips for a more comfortable period! • My period seems heavy? • How does period poverty affect grades?
4 Boundaries and consent	
L4	Consent: what is it and why is it essential? • Consent – Legal Definition • How is consent like coffee? • Can you take back consent? • Am I ready?
L5	Harmful sexual behaviours: harassment and the law NEW FOR 2026 • Someone keeps messaging and you don't like it • Does this count as sexual harassment?
5 Sex education	
L6	Practising safe sex • Misconceptions about sexual health • How to respond if someone tells you about an STI
L7	Sex, relationships and the media • Is porn realistic? • Realities of Social Media • It's not like it is in the movies
6 Careers	
Careers & Gatsby Benchmarking	
L8	Decision making; choosing what to study • How to choose your GCSE options • Making a decision • How do I know what job I want?
7 Healthy, positive relationships	
8 Harmful relationship behaviours	
9 Online life	
10 Online harms	
11 Healthy lifestyles	
12 Keeping well, health services and first aid	

Y7-9 25 Rolling Lessons, Autl to SumII incl. Y7 & Y9 Assessment

Y10 25 Rolling Lessons, Autl to SumII

Y11 8 Rolling Lessons, Autl Only

2026-27

13 Drug education	
14 Personal safety, risk and influence	
15 Economic wellbeing	
L?	Cryptocurrency & Different Types of Payment
L?	Mobile phone products
L?	Financial exploitation
L?	Online gaming
L?	Online safety
? Y9 Assessment	
PSHE Topics as above plus revision via Peerscroller and Satchel:One	
L?	Y9 PSHE Assessment

Year 10	
1 Mental health and wellbeing	
L1	An introduction to body image • Body image and the media • Why is everyone obsessed with 'Looksmaxxing'?
L2	Recognising strengths in ourselves and others • Growing your skills into a career? • Talents • Barbie Affirmations! • Why I'm not making self-deprecating jokes any more • Who's your role model?
L3	Mental health: building resilience • Not getting your goal • Developing Resilience • Creating your own Mental Health First Aid Kit • Progress not perfection!
2 Inclusion, bullying and discrimination	
L4	Know your rights; the Equality Act 2010 • Employment – know your rights! • Have Pride in stopping Prejudice • What is International Women's Day?
3 Careers	
Careers & Gatsby Benchmarking	
L5	Post 16 Choices • Picking A Levels <i>[more content to be uploaded in coming weeks]</i>
L6	Are BTECs, A Levels, UK Apprenticeships, T Levels right for me? <i>[more content to be uploaded in coming weeks]</i>
L7	CVs • What's a CV? • How do you get work experience?
L8	CVs; personal branding and online profiles • Can you grow a career online? • Entrepreneurship: what is an entrepreneur? • Protecting your professionalism online
4 Reproductive health and fertility	
L9	Understanding menstrual health: conditions and self-advocacy • My period seems heavy? • How does period poverty affect grades? • Scared to go to the doctors?
5 Boundaries and consent	
L10	Understanding consent and intimacy I • Sparks of intimacy • If they're not sober, don't offer • Respecting a 'no' • Consent – Legal Definition
6 Sex education	

L11	Sexual health: choosing and accessing contraception • How to get started with contraception • Stigma Surrounding Emergency Contraception
L12	Understanding pregnancy: your choices • I missed a period, what do I do? • Micro: what's a surrogate? • What's morning sickness? • Can you improve a baby's health before pregnancy? • Adoption as a Response to Infertility
7 Healthy, positive relationships	
8 Harmful relationship behaviours	
9 Online life	
10 Online harms	
11 Healthy lifestyles	
12 Keeping well, health services and first aid	
13 Drug education	
14 Personal safety, risk and influence	
15 Economic wellbeing	
L?	Entrepreneurship
L?	Speaking up at work

Year 11**1 Boundaries, consent and sex education**

L1	Consent matters • Can you take back consent? • Intimacy in maturing relationships
L2	Understanding consent and intimacy: offline and online II • Someone sent me a picture. What do I do? • Boys Ask: Does this mean she likes me? • Snapchat and 'WYLL'
L3	Understanding inclusion • What does inclusion look like? • How can I be a good ally? • Why are they wearing a sunflower lanyard? • Be an ally to someone with hearing impairments!
L4	Staying safe: recognising harassment and abuse • Does this count as sexual harassment? • Signs of emotional abuse • Why does honour based abuse happen? • Heartstopper and risk for LGBT youth • Why don't people leave unhealthy relationships?
L5	Sexual violence, reporting and bystander action • Should I say something? • The 4D's
L6	Sexual health: preventing and treating STIs • How to respond if someone tells you about an STI • Stigma Surrounding Emergency Contraception
L7	Making choices about your sexual health • How to get started with contraception
L8	Understanding fertility, parenthood and pregnancy loss • Adoption as a Response to Infertility • What's gentle parenting? • Why are the ages of 0-5 so important?
L9	Pornography: influence and harm • Let's talk about porn • The harm of deepfakes
2 Careers	
Careers & Gatsby Benchmarking	
L10	What type of career is best for me? • Picking A Levels for a career • What does 'progression' mean in a job? • How do I know what job I want? • Growing your skills into a career