

This project meets the following PSHE Association's suggested programme of study for:

Core Theme 1: Health and Wellbeing for KS 3:

1. to recognize their personal strengths and how this affects their self-confidence and self-esteem.
2. to recognize that the way in which personal qualities, attitudes, skills and achievements are evaluated by others, affects confidence and self-esteem.
4. to understand that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment.
5. the characteristics of mental and emotional health and strategies for managing it; to manage growth and change as normal parts of growing up (including consolidation and reinforcement of KS 2 learning on puberty, human reproduction, pregnancy and the physical and emotional changes of adolescence)
9. that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain STI's.
10. about contraception, including the condom and pill
16. how the media portrays young people, body image and health issues and that identity is affected by a range of factors, including the media and a positive sense of self.
18. ways of recognizing and reducing risk, minimizing harm and getting help in emergency and risky situations
20. to understand risk within the context of personal safety, especially accident prevention and road and cycle safety

Core Theme 1: Health and Wellbeing for KS 4:

1. to evaluate the extent to which their self-confidence and self-esteem are affected by the judgments of others
3. the characteristics of emotional and mental health issues and the causes, symptoms and treatments of some mental and emotional health disorders (including stress, anxiety and depression)
5. where and how to obtain health information, advice and support (including sexual health services)
8. about STI's, including HIV/AIDS, how to protect themselves and others from infections and how to respond if they feel they or others are at risk
9. to recognize and manage feelings about, and influences on, their body image including the media's portrayal of idealized and artificial body shapes
13. about personal safety and protection, reducing risk and minimizing harm in different settings (including social settings, the street, on roads and during travel)
14. 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

Core Theme 2: Relationships for KS 3:

1. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.)
3. to further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness
4. to explore the range of positive qualities people bring to relationships
5. that relationships can cause strong feelings and emotions (including sexual attractive)
6. the features of positive and stable relationships (including trust, mutual respect, honesty) and those of unhealthy relationships
7. that the media portrayal of relationships may not reflect real life
8. different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect these (including age, gender, power and interests)
11. the roles and responsibilities of parents, carers and children in families
12. how to deal with the breakdown in a relationship and the effects of change, including loss, separation, divorce and bereavement
13. to understand the importance of friendship and begin to consider love and sexual relationships in this context
14. to understand what expectations might be of having a girl/boyfriend
15. to consider different levels of intimacy and their consequences
16. to acknowledge the right not to have intimate relationships until ready
20. about contraception, including the condom and pill and the importance of communication and negotiation in contraceptive use
26. about the unacceptability of sexist, homophobic, transphobic and disablist language and behaviour, the need to challenge it and how to do so.
27. to recognize bullying and abuse in all its forms (including prejudice-based bullying both in person and online/via text, exploitation and trafficking) and to have the skills and strategies to manage being targeted or witnessing others being targeted.
29. to recognize peer pressure and have strategies to manage it
34. the safe and responsible use of information communication technology (including safe management of own and others personal data including images)

Core Theme 2: Relationships for KS 4:

1. strategies to manage strong emotions and feelings
2. the characteristics and benefits of positive, strong, supportive, equal relationships
5. to recognize when a relationship is unhealthy or abusive (including 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.
6. managing changes in personal relationships including the ending of relationships
10. the impact of separation, divorce and bereavement on families and the need to adapt to changing circumstances

Core Theme 3: Living in the Wider World for KS 3:

1. to recognize, clarify and if necessary challenge their own core values and how their values influence their choices.
3. the similarities, differences and diversity among people of different race, culture, ability, disability, sex, gender identity, age and sexual orientation and the impact of stereotyping, prejudice, bullying, discrimination on individuals and communities
6. about discrimination, how to respond when being discriminated against and responsibilities towards those who are experiencing discrimination
7. to recognize that they have the same rights to opportunities in learning and work as all other people; to recognize and challenge stereotypes; and/or family or cultural expectations that may limit their aspirations.

Core Theme 3: Living in the Wider World for KS 4:

2. about the unacceptability of all forms of discrimination, and the need to challenge it in the wider community including the workplace
3. to think critically about extremism and intolerance in whatever forms they take (including the concept of 'shame' and 'honour based' violence)

