

The Sex Factor meets the following PSHE Association's suggested programme of study.

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.)
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
11. the roles and responsibilities of parents, carers and children in families
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
17. about readiness for sex and the benefits of delaying sex (or any level of intimacy beyond that with which the individual feels comfortable)
18. that consent is freely given and that being pressurized, manipulated or coerced to agree to something is not 'consent'; that the seeker of consent is responsible for ensuring that consent has been given and if not given or withdrawn, that decision should always be respected
19. to learn about the law in relation to consent (including the legal age of consent for sexual activity, the legal definition of consent and the responsibility in law for the seeker of consent to ensure that consent has been given)
20. about contraception, including the condom and pill and the importance of communication and negotiation in contraceptive use
21. about the risks related to unprotected sex, which could include exploring the consequences of unintended pregnancy and the options available in such circumstances
22. to recognize the portrayal and impact of sex in the media and social media (which might include music videos, advertising and sexual images shared between young people)
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
30. to understand the feelings and pressure that the need for peer approval, including in relation to the purchase and use of tobacco and alcohol (including cheap/illicit alcohol and cigarettes), drugs and other risky behaviours, can generate

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

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
4. parenting skills and qualities and their central importance to family life (including the implications of young parenthood)
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
7. to develop an awareness of exploitation, bullying and harassment in relationships (including the unique challenges posed by online bullying and the unacceptability of physical, emotional, sexual abuse in all types of teenage relationships, including in group settings such as gangs) and how to respond
8. about the concept of consent in relevant, age-appropriate contexts building on KS 3
10. the impact of separation, divorce and bereavement on families and the need to adapt to changing circumstances
11. about statutory and voluntary organisations that support relationships experiencing difficulties or in crisis, such as relationship breakdown, separation, divorce, or bereavement.
12. how to access such organisations and other sources of information, advice and support
13. about diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them
14. 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)
15. how to seek consent and to respect others' right to give, not give or withdraw consent to engage in different degrees of sexual activity
16. to recognize when others are using manipulation, persuasion or coercion and how to respond
17. to understand the pernicious influence of gender double standers and victim-blaming
18. to recognize the impact of drugs and alcohol on choices and sexual behaviour
20. to understand and respect others' faith and cultural expectations concerning relationships and sexual activity
22. about accessing and the correct use of contraception, negotiating condom use, reinforcing and building on learning in KS 3
23. 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)
25. about abortion, including the current legal position an the range of beliefs and opinions about it
27. that fertility levels can vary in different people; can be damages by some sexually transmitted infections, decreases with age
29. the roles 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 for KS 3:

1. to recognize, clarify and if necessary challenge their own core values and how their values influence their choices.

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

1. to evaluate their own personal strengths and areas for development and to use this to inform goal setting
2. about the unacceptability of all forms of discrimination, and the need to challenge it in the wider community including the workplace

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Core Theme 1: Health and Wellbeing for KS 3:

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
15. what might influence their decisions about eating a balanced diet
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.
17. about eating disorders, including recognising when they or others need help, sources of help and strategies for accessing it
21. the positive and negative roles played by drugs in society (including alcohol)
22. factual information about legal and illegal substances, including alcohol, volatile substances, tobacco and cannabis and the law relating to their supply, use and misuse
23. to recognize and manage different influences on their decisions about the use of substances, (including clarifying and challenging their own perceptions values and beliefs) including managing peer influence
24. the personal and social risks and consequences of substance use and misuse, including the benefits of not drinking alcohol (or delaying the age at which to start) and the benefits of not smoking including not harming others with second hand smoke
26. the risks and consequences of 'experimental' and 'occasional' substance use and the terms 'dependence' and 'addiction'.

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
2. to make effective use of constructive feedback and differentiating between helpful feedback and unhelpful criticism
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)
4. strategies for managing mental health including stress, anxiety, depression, self-harm and suicide, and sources of help and support
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 the health risks related to second hand smoke.
15. understand the terms 'habit', 'dependence' and 'addiction' in relation to substance use and to whom to talk to if they have concerns
16. the wider risks and consequences of legal and illegal substance use including on their personal safety, career, relationships and future lifestyle