

PSHCE Policy



The Cottesloe School

Policy Type:	Non Statutory
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1. Introduction

Personal, Social, Health, and Citizenship Education is the school subject where students are able to develop key skills and attributes for lifelong learning and success in our ever-changing world. It not only affords opportunities to educate about risk taking behaviours but also self-management, resilience, empathy, critical thinking and to become informed consumers, who can take advantage of future opportunities, responsibilities and experiences as they move into adulthood. *This enhances our school ethos of the 6 Cs and our Healthy Relationships.* We believe that good PSHCE has the power to transform the life opportunities of our children *and keep them safe both inside and outside of the classroom.*

2. Ethos & Intent

At the Cottesloe School, PSHCE is a wide and balanced curriculum that works in alignment with other curriculum areas of the school, and is created to the same standard of breadth and ambition to these other curriculum areas. Our curriculum takes into account the statutory requirements and local demographic of our students whilst affording space for students to acquire the knowledge and cultural capacity that they need to succeed in life. The Cottesloe School continues to recognise, respond and reflect to and upon the needs of our students in order to educate them into becoming fulfilled, successful and - most importantly - safe members of a global society. Our PSHCE Curriculum is designed with this ethos at its very core. At the end of each term, students are invited to complete consolidation activities and are given the opportunity to give anonymous feedback to develop the Curriculum in their interests. The Curriculum is also developed with guidance from the Thames Valley Police newsletter for schools, the statutory requirement for both PSHCE and RSE (Relationships and Sex Education - please refer to the RSE Policy for further information). Hence, the invaluable and ever-updating information allows the school to create a curriculum that is age and maturity level appropriate with the meeting of statutory requirements that suits both the demographic and educational needs of our students.

3. Curriculum Structure & Implementation

At The Cottesloe School students are taught PSHCE each week in a one-hour lesson predominantly within their tutor groups and with their Form tutor. *The teachers, in the vast majority, are the students' Form Tutor who have therefore built a successful relationship with their group and who know them best. This will then have the benefit of creating a safe and supportive learning environment, which is essential when traversing high stakes, and sensitive, conversations and content. Form Tutors, although not subject specialists, are the specialists of their group's needs and can therefore tailor the 'Grab & Go' lessons cultivated from PSHE Association accredited resources.*

All staff responsible for teaching PSHCE at The Cottesloe School are primarily given chronological 'Grab & Go' resources cultivated from PSHE Association accredited resources that align with the spiral and living curriculum that is expected within PSHCE. These lessons are informed through a detailed, written scheme of work with appropriate learning intentions - in the form of key

questions -, additional key questions throughout the content, guidance notes and resources - all age appropriate, and curriculum objectives to be met each lesson and throughout each scheme of work.. Teachers are also given the opportunity to attend PSHCE workshops through our Twilight CPD rotations to give informed feedback on the aforementioned schemes of work and resources, where additional training is provided where necessary.

Our PSHCE Curriculum is one of a spiral nature which builds upon concepts covered from KS3 (Years 7-9) through to KS5 (Sixth Form) where the learning is scaffolded towards adapting to the understanding and engagement of our students as they travel through their adolescence.

We reflect the local context of the students' experiences and developmental requirements as previously mentioned, by using CHIMAT data, the TVP newsletter and canvassing the student's opinion through surveys and questionnaires *at the end of each term as well as the completion of a student voice in the summer term*. Resources used enable teachers to take a positive approach to teaching PSHCE which does not use shock or guilt but provides information which is realistic, relevant and reinforces social norms. All resources used are age and maturity level appropriate and accredited by the PSHE Association.

The PSHCE Curriculum at The Cottesloe School is divided into three core themes. Over the course of an academic year, each year group visits each core theme twice, covering different aspects of the theme as detailed in the table found on the school's website. The concepts covered fall under three main themes:

Health and Wellbeing – *The focus of this core theme is to develop students' own identity in terms of their physical, emotional and mental health. There is also an element of RSE within this unit as students understand their body changes and the transitions into adulthood with managing risky situations and making informed choices about their health and wellbeing.*

Wider World - *The focus of this core theme is to facilitate students in making informed real decisions about their lives through structured sessions focusing on careers, option choices, study skills, enterprise activities, managing personal finances. Wider World also integrates with our Careers Policy and Program ensuring that we meet the expectations of the Gatsby Benchmark Criteria.*

Relationships - *The focus of this core theme is to develop skills in maintaining a variety of healthy relationships, within a range of social and cultural contexts. There is a focus on informing students how to seek support in negative relationships including bullying and abusive situations. There is a link here to RSE.*

4. Knowledge and skills to be gained at each Key Stage

Please see each appendix document for the intended outcomes for each core theme of the PSHCE curriculum:

Appendix 1 – KS3 PSHCE Intended outcomes for Health and Wellbeing

Appendix 2 - KS3 PSHCE Intended outcomes for Wider World (*PSHE Association: Living in a Wider World*)

Appendix 3 - KS3 PSHCE Intended outcomes for Relationships

Appendix 4 – KS4 PSHCE Intended outcomes for Health and Wellbeing

Appendix 5 – KS4 PSHCE Intended outcomes for Wider World (*PSHE Association: Living in a Wider World*)

Appendix 6 – KS4 PSHCE Intended outcomes for Relationships

5. Monitoring Impact

Lesson *dips* are primarily used to gather evidence that there is a consistency in the quality of PSHCE education that our students receive. The most valuable measure of impact for our curriculum is the level of engagement from students and the recorded information about student's attitudes to learning in this key area of our schools' curriculum. This is triangulated with evidence from discussions with staff, evidence on *Bromcom* and through *completed* student questionnaires.

Assessment is used as a basis to promote new learning opportunities and to reflect upon what a student brings with them, in terms of attitude and understanding when approaching new content. *Please see additional information on the school website regarding assessment.*

A "good" lesson will demonstrate the use of learning intentions (*via the key question*) for that lesson or sequence of lessons. The teacher will be able to demonstrate opportunities for baseline assessments and planned activities which build upon current thinking to reach intended outcomes. Lessons will provide students with opportunities to develop their capacity for pivotal progression, enabling them to reflect on what the learning means for their own lives (*this is displayed in each plenary as prescribed by the PSHE Association*) and see the importance of why they are doing that concept at that time. Success in this area of our student's education is not results based but rather about sustaining learning and demonstrating students' understanding about themselves and the world around them. *Our aim is for students to progress their learning through their interaction within society in the present and also the future tense as they navigate through life.*

6. Assessment and Feedback

Teachers will review students' work in order to assess whether they "can do" or "know more" and will use a variety of baseline assessments throughout the curriculum journey. *Teachers will follow the Behaviour Policy (please see the school website for further information) to give reward or sanction feedback where appropriate.*

Students are encouraged to reflect upon their own learning and the progress that they have made, and to transfer what this means to their lives in the wider community *through the use of consistent plenary tasks.*

7. Training and responsibility from staff

Teachers use the published resources to engage students and promote effective and appropriate discussions about the key areas of learning. A wealth of guidance documents are provided for staff within each Scheme of Work, to ensure that they have the most up to date information and are able to signpost students to both in school and out of school sources of support. *This is updated and improved through a working group in CPD sessions and key knowledge being shared through the DSL (Designated Safeguarding Lead) where appropriate.*

We will at times use external contributors for performances and presentations through assemblies and performances, for example the use of *Thames Valley Police providing two teacher-led presentations and one police-led presentation during 2024.*

8. Assemblies

PSHCE is taught in timetabled lessons each week however, our core values and healthy relationships agenda is also promoted and embedded with students and staff through our assembly programme. *Our development in HOY (Head of Year) assemblies has allowed our PSHCE curriculum to be closely linked with the Careers Program, our pastoral support and whole school approaches, our Behaviour Policy, all fostering a palpable community culture. The Assembly rota is constantly evolving to match the 'living' curriculum inspired by the PSHCE curriculum, with the key themes of National and International Days (such as Men's Mental Health Day, International Women's Day, International Education Day, Language's Day, Pride Month, Black History Month, etc), expectations, careers and the 24/25 academic year theme of Inspirational Icons. Moving into the 25/26 academic year, our assembly theme will move on to reflect 'Celebrating the Arts' to promote creativity, opportunity, inspiration, and STEAM. Our Careers Program will be focused on during a specialist week of each Half Term to ensure that all students have the opportunity to engage in the wider world and can evidence their Career Journey here at The Cottlesloe School.*

9. Links to Other Policies and Guidance

Anti-Bullying Policy.

Behaviour for Learning Policy.

Careers Education, Information, Advice and Guidance Policy.

Safeguarding and Child Protection Policy.

Curriculum Policy.

Equality, Diversity, Community Cohesion and Inclusion Policy.

Keeping Children Safe in Education 2024.

Relationships and Sex Education Policy.

10. Review

This policy will be reviewed every two years (earlier if there are any legislative changes). The content of the curriculum will be reviewed each academic year in line with the intent and ethos set out within this policy. It is important to understand that in order to respond to the requirements of the students in the context of our school, resources and content must be regularly reviewed and updated.



**KS3 PSHCE Health & Wellbeing
Intended Outcomes**

Self Concept	H1. how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing
	H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)
	H3. the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health
	H4. simple strategies to help build resilience to negative opinions, judgements and comments
	H5. to recognise and manage internal and external influences on decisions which affect health and wellbeing
Mental Health and Wellbeing	H6. how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary
	H7. the characteristics of mental and emotional health and strategies for managing these
	H8. the link between language and mental health stigma and develop strategies to challenge stigma, myths and misconceptions associated with help-seeking and mental health concerns
	H9. strategies to understand and build resilience, as well as how to respond to disappointments and setbacks
	H10. a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support
	H11. the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help for themselves or others as soon as possible [NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).]
	H12. how to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need

Healthy Lifestyles	H13. the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities
	H14. the benefits of physical activity and exercise for physical and mental health and wellbeing
	H15. the importance of sleep and strategies to maintain good quality sleep
	H16. to recognise and manage what influences their choices about physical activity
	H17. the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices
	H18. what might influence decisions about eating a balanced diet and strategies to manage eating choices
	H19. the importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination (especially testicular self-examination in late KS3); the purpose of vaccinations offered during adolescence for individuals and society
	H20. strategies for maintaining personal hygiene, including oral health, and prevention of infection
	H21. how to access health services when appropriate
	H22. the risks and myths associated with female genital mutilation (FGM), its status as a criminal act and strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM
Drugs, Alcohol and Tobacco	H23. the positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics
	H24. to evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use
	H25. strategies to manage a range of influences on drug, alcohol and tobacco use, including peers
	H26. information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use
	H27. the personal and social risks and consequences of substance use and misuse including occasional use
	H28. the law relating to the supply, use and misuse of legal and illegal substances
	H29. about the concepts of dependence and addiction including awareness of help to overcome addictions

Managing Risk and Personal Safety	H30. how to identify risk and manage personal safety in increasingly independent situations, including online
	H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety
	H32. the risks associated with gambling and recognise that chance-based transactions can carry similar risks; strategies for managing peer and other influences relating to gambling
	H33. how to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators
Puberty and Sexual Health	H34. strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing
	H35. about the purpose, importance and different forms of contraception; how and where to access contraception and advice (see also Relationships)
	H36. that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs)

**KS3 PSHCE Wider World (PSHE Association: Living in a Wider World)
Intended Outcomes**

Learning Skills	L1. study, organisational, research and presentation skills
	L2. to review their strengths, interests, skills, qualities and values and how to develop them
	L3. to set realistic yet ambitious targets and goals
	L4. the skills and attributes that employers value
	L5. the skills and qualities required to engage in enterprise
	L6. the importance and benefits of being a lifelong learner
Choices and Pathways	L7. about the options available to them at the end of key stage 3, sources of information, advice and support, and the skills to manage this decision-making process
	L8. about routes into work, training and other vocational and academic opportunities, and progression routes
	L9. the benefits of setting ambitious goals and being open to opportunities in all aspects of life
	L10. to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations
Work and Career	L11. different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work
	L12. about different work roles and career pathways, including clarifying their own early aspirations
Employment Rights and Responsibilities	L13. about young people's employment rights and responsibilities
	L14. to manage emotions in relation to future employment

Financial Choices	L15. to assess and manage risk in relation to financial decisions that young people might make
	L16. about values and attitudes relating to finance, including debt
	L17. to manage emotions in relation to money
	L18. to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions
	L19. to recognise financial exploitation in different contexts e.g. drug and money mules, online scams
Media Literacy and Digital Resilience	L20. that features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity
	L21. to establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media
	L22. the benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues
	L23. to recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views
	L24. to understand how the way people present themselves online can have positive and negative impacts on them
	L25. to make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them
	L26. that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours
	L27. to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms

**KS3 PSHCE Relationships
Intended Outcomes**

Positive Relationships	R1. about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them
	R2. indicators of positive, healthy relationships and unhealthy relationships, including online
	R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation
	R4. the difference between biological sex, gender identity and sexual orientation
	R5. to recognise that sexual attraction and sexuality are diverse
	R6. that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion
	R7. how the media portrays relationships and the potential impact of this on people's expectations of relationships
	R8. that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex
Relationship Values	R9. to clarify and develop personal values in friendships, love and sexual relationships
	R10. the importance of trust in relationships and the behaviours that can undermine or build trust
	R11. to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships
	R12. that everyone has the choice to delay sex, or to enjoy intimacy without sex
Forming and Maintaining Respectful Relationships	R13. how to safely and responsibly form, maintain and manage positive relationships, including online
	R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)

	R15. to further develop and rehearse the skills of team working
	R16. to further develop the skills of active listening, clear communication, negotiation and compromise
	R17. strategies to identify and reduce risk from people online that they do not already know; when and how to access help
	R18. to manage the strong feelings that relationships can cause (including sexual attraction)
	R19. to develop conflict management skills and strategies to reconcile after disagreements
	R20. to manage the influence of drugs and alcohol on decision-making within relationships and social situations
	R21. how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships
	R22. the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support
	R23. the services available to support healthy relationships and manage unhealthy relationships, and how to access them
Consent	R24. that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances
	R25. about the law relating to sexual consent
	R26. how to seek, give, not give and withdraw consent (in all contexts, including online)
	R27. that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected
	R28. to gauge readiness for sexual intimacy
	R29. the impact of sharing sexual images of others without consent
	R30. how to manage any request or pressure to share an image of themselves or others, and how to get help

	R31. that intimate relationships should be pleasurable
Contraception and Parenthood	R32. the communication and negotiation skills necessary for contraceptive use in healthy relationships (see also 'Health')
	R33. the risks related to unprotected sex
	R34. the consequences of unintended pregnancy, sources of support and the options available
	R35. the roles and responsibilities of parents, carers and children in families
	R36. the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children
Bullying, Abuse and Discrimination	R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others
	R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied
	R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships
	R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice
	R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online
Social Influences	R42. to recognise peer influence and to develop strategies for managing it, including online
	R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support
	R44. that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this
	R45. about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours
	R46. strategies to manage pressure to join a gang, exit strategies and how to access appropriate support
	R47. motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon

KS4 PSHCE Health & Wellbeing Intended Outcomes	
Self Concept	H1. to accurately assess their areas of strength and development, and where appropriate, act upon feedback
	H2. how self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this
	H3. how different media portray idealised and artificial body shapes; how this influences body satisfaction and body image and how to critically appraise what they see and manage feelings about this
	H4. strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing
Mental Health and Emotional Wellbeing	H5. the characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people's mental health
	H6. about change and its impact on mental health and wellbeing and to recognise the need for emotional support during life changes and/or difficult experiences
	H7. a broad range of strategies — cognitive and practical — for promoting their own emotional wellbeing, for avoiding negative thinking and for ways of managing mental health concerns
	H8. to recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help or treatment is available
	H9. the importance of and ways to pre-empt common triggers and respond to warning signs of unhealthy coping strategies, such as self-harm and eating disorders in themselves and others [NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/ inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).]
	H10. how to recognise when they or others need help with their mental health and wellbeing; to explore and analyse ethical issues when peers need help; strategies and skills to provide basic support and identify and access the most appropriate sources of help
Health-rel ated decisions	H11. to make informed lifestyle choices regarding sleep, diet and exercise
	H12. the benefits of having a balanced approach to spending time online

	H13. to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical and mental health
	H14. about the health services available to people; strategies to become a confident user of the NHS and other health services; to overcome potential concerns or barriers to seeking help
	H15. the purpose of blood, organ and stem cell donation for individuals and society
	H16. how to take increased personal responsibility for maintaining and monitoring health including cancer prevention, screening and self-examination
	H17. to assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings and the use of sunbeds
	H18. the ways in which industries and advertising can influence health and harmful behaviours
Drugs, Alcohol and Tobacco	H19. the consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities
	H20. wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle
	H21. to identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking cessation
Managing Risk and Personal Safety	H22. ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online
	H23. strategies for identifying risky and emergency situations, including online; ways to manage these and get appropriate help, including where there may be legal consequences (e.g. drugs and alcohol, violent crime and gangs)
	H24. to increase confidence in performing emergency first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators
	H25. to understand and build resilience to thinking errors associated with gambling (e.g. 'gambler's fallacy') the range of gambling-related harms, and how to access support for themselves or others
Sexual Health	H26. the different types of intimacy — including online — and their potential emotional and physical consequences (both positive and negative)
	H27. about specific STIs, their treatment and how to reduce the risk of transmission

and Fertility	H28. how to respond if someone has, or may have, an STI (including ways to access sexual health services)
	H29. to overcome barriers, (including embarrassment, myths and misconceptions) about sexual health and the use of sexual health services
	H30. about healthy pregnancy and how lifestyle choices affect a developing foetus
	H31. that fertility can vary in all people, changes over time (including menopause) and can be affected by STIs and other lifestyle factors
	H32. about the possibility of miscarriage and support available to people who are not able to conceive or maintain a pregnancy
	H33. about choices and support available in the event of an unplanned pregnancy, and how to access appropriate help and advice

KS4 PSHCE Wider World (PSHE Association: Living in a Wider World)	
Intended Outcomes	
Learning Skills	L1. to evaluate and further develop their study and employability skills
	L2. to evaluate their own personal strengths and areas for development and use this to inform goal setting
	L3. how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability
Choices and Pathways	L4. about the range of opportunities available to them for career progression, including in education, training and employment
	L5. about the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities
	L6. about the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities
Work and Career	L7. about the labour market, local, national and international employment opportunities
	L8. about employment sectors and types, and changing patterns of employment
	L9. to research, secure and take full advantage of any opportunities for work experience that are available
	L10. to develop their career identity, including values in relation to work, and how to maximise their chances when applying for education or employment opportunities
	L11. the benefits and challenges of cultivating career opportunities online
	L12. strategies to manage their online presence and its impact on career opportunities
Employment Rights and Responsibilities	L13. the skills and attributes to manage rights and responsibilities at work including health and safety procedures
	L14. about confidentiality in the workplace, when it should be kept and when it might need to be broken
	L15. about the unacceptability and illegality of discrimination and harassment in the workplace, and how to challenge it

Financial Choices	L16. how to effectively budget, including the benefits of saving
	L17. how to effectively make financial decisions, including recognising the opportunities and challenges involved in taking financial risks
	L18. to recognise and manage the range of influences on their financial decisions
	L19. to access appropriate support for financial decision-making and for concerns relating to money, gambling, and consumer rights
	L20. the skills to challenge or seek support for financial exploitation in different contexts including online
	L21. to evaluate the financial advantages, disadvantages and risks of different models of contractual terms, including self-employment full-time, part-time and zero-hours contracts
Media Literacy and Digital Resilience	L22. that there are positive and safe ways to create and share content online and the opportunities this offers
	L23. strategies for protecting and enhancing their personal and professional reputation online
	L24. that social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints; to recognise why and how this may influence opinions and perceptions of people and events
	L25. how personal data is generated, collected and shared, including by individuals, and the consequences of this
	L26. how data may be used with the aim of influencing decisions, including targeted advertising and other forms of personalisation online; strategies to manage this
	L27. strategies to critically assess bias, reliability and accuracy in digital content
	L28. to assess the causes and personal consequences of extremism and intolerance in all their forms
L29. to recognise the shared responsibility to challenge extreme viewpoints that incite violence or hate and ways to respond to anything that causes anxiety or concern	

KS4 PSHCE Relationships Intended Outcomes	
Positive Relationships	R1. the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality
	R2. the role of pleasure in intimate relationships, including orgasms
	R3. to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary
	R4. the importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships
	R5. the legal rights, responsibilities and protections provided by the Equality Act 2010
	R6. about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them
	R7. strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed
	R8. to understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours
Relationship Values	R9. to recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours
	R10. to understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values
Forming and Maintaining Respectful Relationships	R11. strategies to manage the strong emotions associated with the different stages of relationships
	R12. to safely and responsibly manage changes in personal relationships including the ending of relationships
	R13. ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them
	R14. the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks
	R15. the legal and ethical responsibilities people have in relation to online aspects of relationships

	R16. to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help
	R17. ways to access information and support for relationships including those experiencing difficulties
Consent	R18. about the concept of consent in maturing relationships
	R19. about the impact of attitudes towards sexual assault and to challenge victimblaming, including when abuse occurs online
	R20. to recognise the impact of drugs and alcohol on choices and sexual behaviour
	R21. the skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple
	R22. to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences
Contraception	R23. how to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner
	R24. the physical and emotional responses people may have to unintended pregnancy; the different options available; whom to talk to for accurate, impartial advice and support
	R25. the importance of parenting skills and qualities for family life, the implications of young parenthood and services that offer support for new parents and families
	R26. the reasons why people choose to adopt/foster children
	R27. about the current legal position on abortion and the range of beliefs and opinions about it
Bullying, Abuse and Discrimination	R28. to recognise when others are using manipulation, persuasion or coercion and how to respond
	R29. the law relating to abuse in relationships, including coercive control and online harassment
	R30. to recognise when a relationship is abusive and strategies to manage this
	R31. the skills and strategies to respond to exploitation, bullying, harassment and control in relationships
	R32. about the challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so; sources of appropriate advice and support, and how to access them
	R33. The law relating to 'honour'-based violence and forced marriage; the consequences for individuals and wider society and ways to access support
	R34. strategies to challenge all forms of prejudice and discrimination

Social Influences	R35. to evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs
	R36. skills to support younger peers when in positions of influence
	R37. to recognise situations where they are being adversely influenced, or are at risk, due to being part of a particular group or gang; strategies to access appropriate help
	R38. factors which contribute to young people becoming involved in serious organised crime, including cybercrime