

St Christopher's PSHE KS4 Programme of Study

Prior Learning: Pupils who attend St Christopher's will have large gaps in their learning as a result of their medical and mental health conditions. This KS4 Programme of Study has been deliberately constructed and derived from the Raedwald Trust Programme of Study, which includes the key themes of PSHE and RSHE as identified by PSHE association in line with the national curriculum and statutory requirements. There is flexibility to adapt and extend certain topics to ensure that we are meeting the social, cultural, environmental, and contextual safeguarding needs of our pupils.

Taught Content: Knowledge and Skills

Online Safety (derived from the PSHE Pos Raedwald Trust) ONLINE SAFETY - Independence & aspirations and in conjunction with the PSHE association core themes.			
RSHE: Online and Media/Being Safe/Respectful relationships including friendships/ Internet safety and harms			
PSHE NC Learning Objectives: H22. ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online L12. strategies to manage their online presence and its impact on career opportunities	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)	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 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 R19. about the impact of attitudes towards sexual assault and to challenge victim blaming, including when abuse occurs online R22. to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences shared, and possible legal, emotional and social R29. the impact of sharing sexual images of others without consent	R14. the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks 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 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 H12. the benefits of having a balanced approach to spending time online
Social Networking: Pupils should be given the opportunity to talk and share if they wish to social media experiences/observations and identify whether these have been or can be positive or	Online friendships: Pupils should be able to discuss and consider how friendships have changed through time and how this has been impacted by social media. How to recognise healthy and unhealthy	Positive Relationships/Relationship Values: Sharing photos and videos: Pupils should have the opportunity to consider and discuss the range of things that are shared online and whether they should be? The concept of consent	Online Gaming: Pupils should have the opportunity to discuss the popularity of gaming and how this is impacted by internal and external social factors, for example COVID.

PSHE derived from Raedwald Trust Pos for KS4 (and where needed access to KS3 content)

negative. Identify key aspects of social media, including how this impacts stereotypes, how information can be manipulated and how this impacts what is real and what is not! How and where to seek support for different types of online problems. How they can support and be supported, including what happens when you make a report. Teachers should sensitively construct activities, spaces and opportunities that allow pupils to share this information in a safe and comfortable way and address how to safely manage their personal information online.	relationship behaviours; recognising bullying in all its forms. By identifying aspects and characteristics of good and bad friendships and applying this to online children should be able to make good decisions about boundaries and how to interact appropriately with others online and have strategies for managing this. This should include how to empathise with, and show compassion for peers as well as how and where to communicate concerns about friendships.	should be deliberately taught to ensure children are able to consider and apply this. How to recognise factors that might affect capacity to consent as well as the legal and moral responsibilities in relation to seeking consent Pupils should learn about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online That their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail	By understanding the factors which impact PEGI ratings pupils are able to understand their purpose and how this relates to them. Comparing and contrasting views as well as other age rating systems, such as films pupils can analyse their usefulness. Playing online games safely and how to recognise healthy and unhealthy relationship behaviours will be crucial to ensuring pupils remain vigilant when sharing information and are aware of the potential dangers (case studies can be used).
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Relationship and Sex Education

SEX EDUCATION Choices & influences - Core Themes: Health & Well-being: Relationships

Alternative and complimentary/bespoke topics that can be incorporated as a group or 1-1 as deemed necessary:

R3. to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary R21. the skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple R33. the risks related to unprotected sex R23. how to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner <u>Introduction to contraception:</u> Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life. This should be delivered in a non-judgemental, factual way and allow scope for young people to ask questions in a safe environment. How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. That all aspects of health can be affected by choices they make in sex and	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 and misconceptions) about sexual health and the use of sexual health services H27. about specific STIs, their treatment and how to reduce the risk of transmission 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 and misconceptions) about sexual health and the use of sexual health services <u>Sexually transmitted infections:</u> A crucial part of understanding contraception and the protection it offers is in exploring the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. Pupils should have the opportunity to discuss and understand how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. Teachers should sensitively construct activities, spaces and opportunities	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 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 <u>Pregnancy and miscarriage:</u> Pupils should where needed have the opportunity to discuss and understand the he consequences of unintended pregnancy and how to access appropriate support. This may include medical and legal procedures, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help.
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relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. That they have a choice to delay sex or to enjoy intimacy without sex and what the law says about sex. The facts about the full range of contraceptive choices, efficacy and options available.	that allow pupils to discuss this information in a safe and comfortable. Incorporating how the use of alcohol and drugs can lead to risky sexual behaviour (link to consent) and where how and where to access further advice about confidential sexual and reproductive health advice and treatment.	
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Tolerance and Respect/LGBTQ+ Autonomy & advocacy & Prejudice and discrimination - Core Themes: Health & Well-being: Relationships, Living in the wider world RSE – Families/respectful relationships/Being safe/Mental wellbeing	
Objective: to understand the importance of equality and diversity and how to celebrate these by developing communication and negotiation skills, clarifying values and strategies to manage influence.	
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 L15. about the unacceptability and illegality of discrimination and harassment in the workplace, and how to challenge it <u>R34. strategies to challenge all forms of prejudice and discrimination</u> <u>Prejudice</u> Pupils should be well informed about the full range of perspectives and, within the law, should be well equipped to make decisions for themselves about how to live their own lives, whilst respecting the right of others to make their own decisions and hold their own beliefs. The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal. Using a historical perspective to look at how relationships have changed over time may be useful in understanding them today. For example, what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony and the characteristics and legal status of other types of long-term relationships. To explore how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice. This will support pupils to understand that there are different types of committed, stable relationships and how these relationships might contribute to human happiness.	R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships R1. the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality R6. about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them Prejudicial behaviour R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice

CONTEXTUAL SAFEGUARDING (DEPENDENT UPON COHORT)
Developing assertive communication, risk management and support-seeking skills:
 Core Themes: Health & Well-being: Living in the wider world, Relationships

Objective: to understand a variety factors of that affect our health and well being

As in primary, secondary Relationships Education can be underpinned by a wider, deliberate cultivation and practice of resilience and character in the individual. These should include character traits such as belief in achieving goals and persevering with tasks, as well as personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance of self-respect and self-worth.

H1. how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing build self-confidence, self-esteem and good health and wellbeing 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 <u>Life events/Careers:</u> Skills in relation to Employability Pupils will be taught to identify and value their own skills and how these can be used in various careers	H11. to make informed lifestyle choices regarding sleep, diet and exercise 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 <u>Mental Health (see Health and Wellbeing Curriculum):</u> Effective teaching should aim to reduce stigma attached to health issues, in particular those to do with mental wellbeing. Schools should engender an atmosphere that encourages openness. This will mean that pupils feel they can check their understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and wellbeing. <u>Assessment through Thrive Profiling</u>	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).]	<u>Optional unit – Addiction</u> Identify the dangers of gambling Identify the consequences of too much screen time and the ways this can impact upon our mental and physical health Explain what is meant by a drug Investigate whether there is a typical drug user drugs presentation - the impact of drug taking Why do people take drugs where can they get help
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CHILD EXPLOITATION			
Objective: to understand coercive and controlling behaviours in the context of the law and can access strategies to manage these and/or support for themselves or others			
Sexual Exploitation R20. to recognise the impact of drugs and alcohol on choices and sexual Behaviour 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	Negative Relationships 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	Radicalisation: R28. to recognise when others are using manipulation, persuasion or coercion and how to respond Consent: R1. the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality R6. about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them R28. to recognise when others are using manipulation, persuasion or coercion and how to respond	Optional units FGM Schools should address the physical and emotional damage caused by female genital mutilation (FGM). They should also be taught where to find support and that it is a criminal offence to perform or assist in the performance of FGM or fail to protect a person for whom you are responsible from FGM. Forced marriage Domestic Abuse 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

Citizenship
Identity; Democracy; Parties and Candidates; Elections and Voting Systems

Subsequent Learning:
