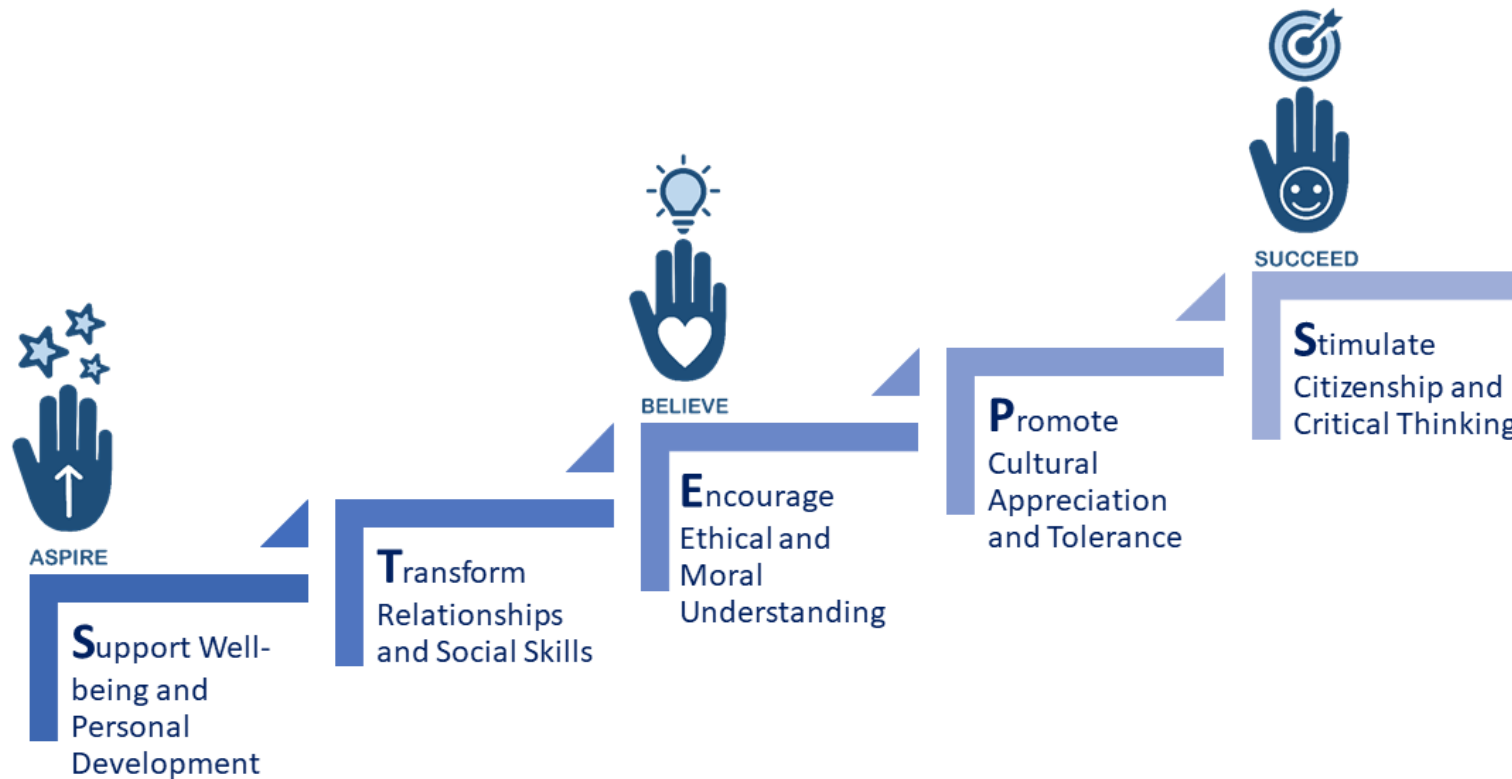


# Five Steps to Success



## **What are we teaching your child during ABSolute sessions?**

ABSolute sessions are designed to provide your child with essential life skills and knowledge related to relationships, sex, and health education. We aim to equip them with the information they need to make informed and responsible decisions as they navigate through various aspects of their lives.

## **When are we teaching it?**

These sessions are carefully integrated into the curriculum at age-appropriate levels. By knowing when these discussions are happening, you can support and reinforce these important conversations at home. It's particularly relevant in the context of statutory Relationships, Sex, and Health Education sessions, ensuring that your child receives a comprehensive and consistent education.

## **Why are we teaching it?**

We believe that providing a well-rounded education includes not only academic knowledge but also essential life skills. ABSolute sessions contribute to our five steps to success by fostering a healthy understanding of relationships, promoting well-being, and empowering students to make informed choices. By addressing these aspects of their lives, we aim to prepare them for success in various aspects of their personal and academic journey.

Our ABSolute sessions align with statutory RSE (Relationships, Sex, and Health Education), PSHE (Personal, Social, Health and Economic (PSHE) education) and SMSC (Spiritual, moral, social and cultural development). This ensures that your child receives a comprehensive education that meets legal requirements and, more importantly, equips them with the knowledge and skills needed to navigate the complexities of relationships, sex, and health responsibly and safely.

*Further information regarding our personal development curriculum at Nailsea School, including the ABSolute Curriculum can be found on our website here: <https://www.nailseaschool.com/personal-development/>*

## Year 7

| Session | Date (When) | Focus (What?)  | Objectives (What are we trying to achieve? Why is this session important?)  | Why is this session important?   |
|---------|-------------|--|---|--|
| 1       | 09 Jan      | Why am I feeling like this?  | <p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> <li>• understand how feelings change as they grow and mature</li> <li>• be able to identify ways to build confidence to be able to cope with these changes.</li> </ul> | <p>This enables students to:</p> <ul style="list-style-type: none"> <li>• Learn how feelings change as a result of the physical and emotional changes at puberty.</li> <li>• Feel positive about the changes taking place.</li> </ul> <p>Links to statutory RSE:</p> <ul style="list-style-type: none"> <li>• <b>M2</b> that happiness is linked to being connected to others.</li> <li>• <b>C1</b> key facts about puberty, the changing adolescent body and menstrual wellbeing.</li> <li>• <b>C2</b> the main changes which take place in males and females, and the implications for emotional and physical health.</li> </ul> |
| 2       | 16 Jan      | Who am I?  | <p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> <li>• know what is meant by 'identity'</li> <li>• be able to state some things that make up someone's identity</li> </ul>  | <p>This enables students to:</p> <ul style="list-style-type: none"> <li>• Learn what is meant by 'identity'.</li> <li>• Consider what makes up someone's identity.</li> <li>• Begin to explore their own identity and values.</li> </ul> <p>Links to statutory RSE:</p> <ul style="list-style-type: none"> <li>• <b>R11</b> that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.</li> </ul>  |
| 3       | 23 Jan      | Careers Session organised by Mrs. Ruty, <b>Assistant Headteacher: Aspiration and Inclusion</b> |   |  |

|   |        |  |   |  |
|---|--------|--|---|--|
| 4 | 30 Jan | What are the different types of relationships? | <p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> <li>• be able to name different types of relationships</li> <li>• be able to identify some of the qualities needed to maintain good relationships</li> <li>• understand that most relationships go through positive and negative phases, and need to be maintained.</li> </ul> | <p>This enables students to:</p> <ul style="list-style-type: none"> <li>• Explore the different types of relationships that they might have.</li> <li>• Consider some of the qualities needed to maintain healthy relationships.</li> </ul> <p>Links to statutory RSE:</p> <ul style="list-style-type: none"> <li>• <b>R1</b> that there are different types of committed, stable relationships.</li> <li>• <b>R8</b> the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</li> <li>• <b>R9</b> practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> </ul> |
| 5 | 06 Jan | What do we mean by 'risk'?                     | <p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> <li>• understand what 'risk' can mean</li> <li>• understand what is meant by 'risking on purpose'</li> <li>• be aware of online risks.</li> </ul>  | <p>This enables students to:</p> <ul style="list-style-type: none"> <li>• Learn about 'risk' including online risks.</li> <li>• Consider what is 'risking on purpose'.</li> </ul> <p>Links to statutory RSE:</p>   |

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|  |  |  |  | <ul style="list-style-type: none"> <li>• <b>S6</b> How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours</li> </ul> |
|--|--|--|--|--|

## Year 8

| Session | Date (When) | Focus (What is the title of the session?)  | Objectives (What? Why?)   | Why?  |
|---------|-------------|--|---|---|
| 1       | 09 Jan      | How enterprising am I? (1)   | By the end of this lesson students will: <ul style="list-style-type: none"><li>• Have worked with others to practise the skills of creating a new business.</li><li>• Be able to identify ideas and methods to promote new business ideas.</li><li>• Have used the skills of problem-solving and action-planning.</li></ul> | This enables students to: <ul style="list-style-type: none"><li>• Plan for creating a new business by having them work collaboratively to practice entrepreneurial skills. This gives them practical experience in bringing a new business concept to life.</li><li>• Strategise methods for promoting and pitching business ideas. By identifying promotional tactics, students build skills in marketing and selling a business.</li><li>• Apply critical thinking and action-planning through problem-solving activities. Working through business problems helps strengthen their analytical abilities and solution-based mindsets.</li></ul> |
| 2       | 16 Jan      | How enterprising am I? (2)   |   |   |
| 3       | 23 Jan      | Careers Session organised by Mrs. Ruty, <b>Assistant Headteacher: Aspiration and Inclusion</b> |   |   |
| 4       | 30 Jan      | 9.5 Stereotypes  | By the end of this lesson students will: <ul style="list-style-type: none"><li>• Be aware of the negative consequences of stereotypes and prejudice.</li></ul>  | This enables students to: <ul style="list-style-type: none"><li>• Learn what is meant by stereotypes.</li><li>• Explore the negative consequences of stereotypes and prejudice.</li></ul>   |

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|   |        |                  |  | <p>Links to statutory RSE:</p> <ul style="list-style-type: none"> <li>• <b>R11</b> that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.</li> <li>• <b>R10</b> 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).</li> <li>• <b>R15</b> 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.</li> </ul> |
| 5 | 06 Jan | Faith and values | <p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> <li>• Be able to describe what 'faith' and 'values' are and where they come from.</li> <li>• Be able to say what values they hold.</li> </ul> | <p>This enables students to:</p> <ul style="list-style-type: none"> <li>• Discuss 'faith' and 'values' and where they come from.</li> <li>• Consider what values they hold.</li> <li>• Reflect on how 'faith' and 'values' shape a person's identity.</li> </ul> <p>Links to statutory RSE:</p> <ul style="list-style-type: none"> <li>• <b>R11</b> that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including</li> </ul>  |

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|  |  |  |  | <p>people in positions of authority and due tolerance of other people's beliefs.</p> <ul style="list-style-type: none"> <li>• <b>R10</b> 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).</li> <li>• <b>R15</b> 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.</li> </ul> |
|--|--|--|--|---|

## Year 9

| Session | Date (When) | Focus (What?)                      | Objectives (What? Why?)  | Why?   |
|---------|-------------|------------------------------------|--|--|
| 1       | 09 Jan      | How do we manage risky situations? | <p>By the end of the lesson students will:</p> <ul style="list-style-type: none"> <li>• Be able to identity some ways to keep themselves safe on – and offline.</li> </ul> | <p>This enables students to:</p> <ul style="list-style-type: none"> <li>• Consider ways to assess and manage risky situations.</li> <li>• Recognise some ways to keep themselves safe on- and offline.</li> </ul> <p>Links to statutory RSE:</p> <ul style="list-style-type: none"> <li>• <b>M5</b> how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.</li> </ul> |

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|---|--------|---|--|--|
|   |        |   |  | <ul style="list-style-type: none"> <li>• <b>R9</b> practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> </ul>   |
| 2 | 16 Jan | Being assertive and dealing with pressure   | <p>By the end of the lesson students will:</p> <ul style="list-style-type: none"> <li>• Know how to use good communication skills to reduce risks.</li> <li>• Be able to demonstrate strategies to deal with managing pressure from others.</li> </ul> | <p>This enables students to:</p> <ul style="list-style-type: none"> <li>• Understand how good communication skills can help reduce risks.</li> <li>• Explore strategies which deal with managing pressure from others.</li> </ul> <p>Links to statutory RSE:</p> <ul style="list-style-type: none"> <li>• <b>M1</b> how to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> <li>• <b>R9</b> practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• <b>R11</b> that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.</li> </ul> |
| 3 | 23 Jan | Careers Session organised by Mrs. Ruddy, <b>Assistant Headteacher: Aspiration and Inclusion</b> |  |  |
| 4 | 30 Jan | Gambling  | <p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> <li>• Understand what 'gambling' means.</li> <li>• Be able to explain the risks attached to gambling.</li> </ul>  | <p>This enables students to:</p> <ul style="list-style-type: none"> <li>• Discuss what 'gambling' means.</li> <li>• Consider the risks attached to gambling.</li> <li>• Explore attitudes towards gamblers and gambling.</li> </ul> <p>Links to statutory RSE:</p> <p>The similarities and differences between the online world and the physical world, including:</p>   |



|   |        |                                       |  |   |
|---|--------|---------------------------------------|--|---|
|   |        |                                       |  | <ul style="list-style-type: none"> <li>• <b>S1</b> the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image),</li> <li>• <b>S4</b> the risks related to online gambling including the accumulation of debt,</li> </ul>   |
| 5 | 06 Jan | How can I contribute to my community? | <p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> <li>• Have an understanding of community services and who provides them.</li> <li>• Be able to name ways that volunteers contribute to their communities.</li> <li>• Be able to identify ways in which they could contribute to their community.</li> </ul> | <p>This enables students to:</p> <ul style="list-style-type: none"> <li>• Think about community services and who provides them.</li> <li>• Explore the concept of 'volunteering'.</li> <li>• Consider ways in which they could contribute to their community.</li> </ul> <p>Links to statutory RSE:</p> <ul style="list-style-type: none"> <li>• M6 the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</li> </ul> |

## Year 10

| Session | Date (When) | Focus (What?) | Objectives (What? Why?)                  | Why?                      |
|---------|-------------|---------------|--|---------------------------|
| 1       | 09 Jan      | Pornography   | By the end of this lesson students will: | This enables students to: |

|   |        |                          |   |  |
|---|--------|--------------------------|---|--|
|   |        |                          | <ul style="list-style-type: none"> <li>• be able to describe the impact of pornography on children and young people</li> <li>• understand the impact of pornography on relationships</li> <li>• be able to explain the laws relating to pornography.</li> </ul>   | <ul style="list-style-type: none"> <li>• Reflect on the impacts that viewing pornography can have on children and young people.</li> <li>• Reflect on the impact pornography can have on relationships.</li> <li>• Consider the laws relating to pornography.</li> </ul> <p>Links to statutory RSE:</p> <ul style="list-style-type: none"> <li>• <b>O5</b> the impact of viewing harmful content.</li> <li>• <b>O6</b> that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</li> <li>• <b>O7</b> that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> <li>• <b>B2</b> how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).</li> </ul> |
| 2 | 16 Jan | Pressures and influences | <p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> <li>• be able to explain how the media influences how they see themselves</li> <li>• reflect on how their own health is affected by the media</li> <li>• reflect on whether males or females feel differently about body image.</li> </ul> | <p>This enables students to:</p> <ul style="list-style-type: none"> <li>• Reflect on the influence of the media on how they see themselves.</li> <li>• Consider the role the media plays with regards to their own health.</li> <li>• Reflect on the pressures for both male and females regarding their body image.</li> </ul> <p>Links to statutory RSE:</p>   |

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|---|--------|---|--|---|
|   |        |   |  | <p>The similarities and differences between the online world and the physical world, including:</p> <ul style="list-style-type: none"> <li>• <b>S1</b> the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image),</li> <li>• <b>S2</b> how people may curate a specific image of their life online,</li> <li>• <b>S3</b> over-reliance on online relationships including social media,</li> <li>• <b>S4</b> the risks related to online gambling including the accumulation of debt,</li> <li>• <b>S5</b> how advertising and information is targeted at them and how to be a discerning consumer of information online.</li> <li>• <b>S6</b> How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours</li> <li>• <b>M5</b> how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.</li> </ul> |
| 3 | 23 Jan | Careers Session organised by Mrs. Rutty, <b>Assistant Headteacher: Aspiration and Inclusion</b> |  |   |
| 4 | 30 Jan | Emotional wellbeing   | <p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> <li>• reflect on their own mental health and be able to explain the factors that affect it</li> <li>• understand and be able to explain the importance of good mental health</li> </ul> | <p>This enables students to:</p> <ul style="list-style-type: none"> <li>• Reflect on their own mental wellbeing and factors that affect it.</li> <li>• Understand the importance of good mental wellbeing.</li> <li>• Understand the impacts of poor mental wellbeing.</li> </ul>   |

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|---|--------|-------------|--|---|
|   |        |             | <ul style="list-style-type: none"> <li>understand and be able to explain the impacts of poor mental health.</li> </ul>   | <p>Links to statutory RSE:</p> <ul style="list-style-type: none"> <li><b>M1</b> how to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> <li><b>M2</b> that happiness is linked to being connected to others.</li> <li><b>M3</b> how to recognise the early signs of mental wellbeing concerns.</li> <li><b>M4</b> common types of mental ill health (e.g. anxiety and depression).</li> <li><b>M6</b> the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</li> <li><b>P1</b> the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</li> <li><b>C2</b> the main changes which take place in males and females, and the implications for emotional and physical health.</li> </ul> |
| 5 | 06 Jan | Bereavement | <p>By the end of this lesson students will:</p> <ul style="list-style-type: none"> <li>know about the number of people affected by bereavement</li> <li>be able to explain the five stages of grief</li> <li>be able to explain different ways people cope with bereavement</li> <li>understand how to support those who have suffered bereavements</li> </ul> | <p>This enables students to:</p> <ul style="list-style-type: none"> <li>Consider the numbers of people affected by bereavement.</li> <li>Understand a model to explain the feelings experienced in bereavement.</li> <li>Understand some ways to support a bereaved person.</li> </ul>  |

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|  |  |  |  | <p>Links to statutory RSE:</p> <ul style="list-style-type: none"> <li>• <b>M5</b> how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.</li> </ul> |
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### RSE Guidance Breakdown

More information regarding statutory RSE can be found here: <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

| Theme  | Details  |
|--|--|
| <b>Respectful Relationships:</b><br><b>Families</b>    | <ul style="list-style-type: none"> <li>• <b>R1</b> that there are different types of committed, stable relationships.</li> <li>• <b>R2</b> how these relationships might contribute to human happiness and their importance for bringing up children.</li> <li>• <b>R3</b> 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.</li> <li>• <b>R4</b> why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> <li>• <b>R5</b> the characteristics and legal status of other types of long-term relationships.</li> <li>• <b>R6</b> the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li> <li>• <b>R7</b> how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</li> </ul> |
| <b>Respectful Relationships:</b><br><b>Friendships</b> | <ul style="list-style-type: none"> <li>• <b>R8</b> the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</li> <li>• <b>R9</b> practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• <b>R10</b> 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).</li> <li>• <b>R11</b> that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.</li> </ul>  |

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|   | <ul style="list-style-type: none"> <li>• <b>R12</b> about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>• <b>R13</b> that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>• <b>R14</b> what constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> <li>• <b>R15</b> 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.</li> </ul>  |
| <b>Online and media</b>   | <ul style="list-style-type: none"> <li>• <b>O1</b> their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>• <b>O2</b> 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.</li> <li>• <b>O3</b> not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>• <b>O4</b> what to do and where to get support to report material or manage issues online</li> <li>• <b>O5</b> the impact of viewing harmful content.</li> <li>• <b>O6</b> that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</li> <li>• <b>O7</b> that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> <li>• <b>O8</b> how information and data is generated, collected, shared and used online.</li> </ul>  |
| <b>Being Safe</b>   | <ul style="list-style-type: none"> <li>• <b>B1</b> the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.</li> <li>• <b>B2</b> how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).</li> </ul>   |
| <b>Intimate and Sexual Relationships inc. Sexual health, consent.</b> | <ul style="list-style-type: none"> <li>• <b>i1</b> 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.</li> <li>• <b>i2</b> that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.</li> <li>• <b>i3</b> the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</li> <li>• <b>i4</b> that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>• <b>i5</b> that they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>• <b>i6</b> the facts about the full range of contraceptive choices, efficacy and options available.</li> <li>• <b>i7</b> the facts around pregnancy including miscarriage.</li> <li>• <b>i8</b> that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).</li> </ul> |

|                                    |  |
|------------------------------------|--|
|                                    | <ul style="list-style-type: none"> <li>• <b>i9</b> 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.</li> <li>• <b>i10</b> about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>• <b>i11</b> how the use of alcohol and drugs can lead to risky sexual behaviour.</li> <li>• <b>i12</b> how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>   |
| <b>Mental Wellbeing</b>            | <ul style="list-style-type: none"> <li>• <b>M1</b> how to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> <li>• <b>M2</b> that happiness is linked to being connected to others.</li> <li>• <b>M3</b> how to recognise the early signs of mental wellbeing concerns.</li> <li>• <b>M4</b> common types of mental ill health (e.g. anxiety and depression).</li> <li>• <b>M5</b> how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.</li> <li>• <b>M6</b> the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</li> </ul>  |
| <b>Internet safety and harms</b>   | <p>The similarities and differences between the online world and the physical world, including:</p> <ul style="list-style-type: none"> <li>• <b>S1</b> the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image),</li> <li>• <b>S2</b> how people may curate a specific image of their life online,</li> <li>• <b>S3</b> over-reliance on online relationships including social media,</li> <li>• <b>S4</b> the risks related to online gambling including the accumulation of debt,</li> <li>• <b>S5</b> how advertising and information is targeted at them and how to be a discerning consumer of information online.</li> <li>• <b>S6</b> How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours</li> </ul> |
| <b>Healthy Eating</b>              | <ul style="list-style-type: none"> <li>• <b>H1</b> How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</li> </ul>   |
| <b>Physical health and fitness</b> | <ul style="list-style-type: none"> <li>• <b>P1</b> the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</li> <li>• <b>P2</b> the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.</li> <li>• <b>P3</b> about the science relating to blood, organ and stem cell donation</li> </ul>  |
| <b>Drugs, Alcohol and Tobacco</b>  | <ul style="list-style-type: none"> <li>• <b>D1</b> the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.</li> <li>• <b>D2</b> the law relating to the supply and possession of illegal substances.</li> <li>• <b>D3</b> the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</li> <li>• <b>D4</b> the physical and psychological consequences of addiction, including alcohol dependency.</li> <li>• <b>D5</b> awareness of the dangers of drugs which are prescribed but still present serious health risks.</li> </ul>  |

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|                                 | <ul style="list-style-type: none"> <li>• <b>D6</b> the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</li> </ul>  |
| <b>Health and prevention</b>    | <ul style="list-style-type: none"> <li>• <b>PR1</b> about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</li> <li>• <b>PR2</b> about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.</li> <li>• <b>PR3</b> (late secondary) the benefits of regular self-examination and screening.</li> <li>• <b>PR4</b> the facts and science relating to immunisation and vaccination.</li> <li>• <b>PR5</b> the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn</li> </ul> |
| <b>Basic first aid</b>          | <ul style="list-style-type: none"> <li>• <b>BA1</b> Basic treatment for common injuries.</li> <li>• <b>BA2</b> life-saving skills, including how to administer CPR.15</li> <li>• <b>BA3</b> the purpose of defibrillators and when one might be needed.</li> </ul>   |
| <b>Changing adolescent body</b> | <ul style="list-style-type: none"> <li>• <b>C1</b> key facts about puberty, the changing adolescent body and menstrual wellbeing.</li> <li>• <b>C2</b> the main changes which take place in males and females, and the implications for emotional and physical health.</li> </ul>  |

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| <b>British Values</b> <ul style="list-style-type: none"> <li>• <b>BV1</b> Individual liberty</li> <li>• <b>BV2</b> Mutual respect</li> <li>• <b>BV3</b> Tolerance</li> <li>• <b>BV4</b> Democracy</li> <li>• <b>BV5</b> The rule of law</li> </ul> | <b>SMSC</b> <ul style="list-style-type: none"> <li>• <b>SMSC 1</b> Spiritual</li> <li>• <b>SMSC 2</b> Moral</li> <li>• <b>SMSC 3</b> Social</li> <li>• <b>SMSC 4</b> Cultural</li> </ul> |
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