



Auditing

and PSHE Education in Staffordshire &
Stoke-on-Trent

Key Stages 3-5

2024

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The PSHE Education Service, funded by Staffordshire Police, Fire and Crime Commissioner aims to support the development and delivery of age appropriate, good quality, consistent PSHE education across Staffordshire and Stoke-on-Trent.

A strategy for the project has been created which outlines the key principles and rationale for what makes good quality PSHE education. This document provides audit templates for PSHE Leads and Senior Leaders to use in their own settings.

PSHE education is most effective when it is delivered as part of a whole-school approach. This means that the learning within the curriculum is supported by the culture and ethos of the education setting.

This could include serving healthier foods in school canteens, providing secure cycle parking to promote active travel, or setting up a peer system to reduce bullying. It should also include engagement with families and local communities to recognise the sphere of influence on children and young people's attitudes and behaviours.

This pack contains tools to enable settings to audit their whole-school approach, their curriculum and resources and then a template to create an action plan, where areas of development are identified.

Schools are asked to RAG rate the criteria in the audit tools:

- Red - Not met
- Amber - Partially met
- Green - Met

If you would like any support in completing these audits or creating an action plan please contact your local Co-ordinator, details can be found at the back of this pack.

An editable version of the whole-school approach and curriculum audit tools can be found [here](#).

Local Quality Framework

We believe that for PSHE education to be effective it must:

- Be delivered in a safe learning environment based on the principles that prejudice, discrimination and bullying are harmful and unacceptable.
- Have clear learning objectives and outcomes and ensure sessions and programmes are well planned, resourced and appropriately underpinned by solid research and evidence.
- Be relevant, accurate and factual, including using the correct terminology.
- Be positively inclusive in terms of:
 - Age
 - Gender Identity
 - Race
 - Sex
 - Disability
 - Pregnancy and Maternity
 - Religion or Belief
 - Sexual Orientation
- Designed to include the development of knowledge, skills and values to support positive life choices.
- Use positive messaging, that does not cause shame or victim blaming.
- Challenge attitudes and values within society, such as perceived social norms and those portrayed in the media.
- Be reflective of the age and stage of the children and young people and be tailored to the environment and group.
- Utilise active skill-based learning techniques to encourage active participation.
- Ensure that children and young people are aware of their rights, including their right to access confidential advice and support services within the boundaries of safeguarding.
- Be delivered by trained, confident and competent professionals.
- Empower and involve children and young people as participants, advocates and evaluators in the development of PSHE education.

WHOLE SCHOOL APPROACH SELF-ASSESSMENT

This self-assessment tool is an aide to schools based upon best practice guidance from the PSHE Association, Brook and the Sex Education Forum.

Criteria	RAG	Notes
Leadership and Management		
Do senior leaders ensure that PSHE education is embedded in the school's values and culture?		
Is there a consistent approach to the use of positive language, challenging stereotypes, bullying, discrimination and tackling sexual harassment at all levels?		
Is there a PSHE policy in place?		
Is there a RSE policy in place that clearly outlines the whole school approach, vision, intent, teaching approach and curriculum plan?		
Does the RSE policy include information to clarify where parents/carers have the right to withdraw from sex education only?		

Criteria	RAG	Notes
Leadership and Management		
Did the school engage with parents, pupils, teaching staff, SLT/governors and were informed by statutory guidance when writing the policy?		
<p>Is the approach to PSHE education threaded throughout key policies e.g.:</p> <ul style="list-style-type: none"> • Equality, inclusion and diversity • Safeguarding • Grievance and disciplinary • Confidentiality • Visitors 		
Is there a clear plan to continue to engage with all stakeholders when updating the policies?		
<p>Is there staff time dedicated to leading and championing PSHE across the school including:</p> <ul style="list-style-type: none"> • PSHE education Coordinator or Lead • A Link PSHE education Governor • Designated Safeguarding Lead • Senior Lead for Mental Health 		
Did the school engage with parents, pupils, teaching staff, SLT/governors and were informed by statutory guidance when writing the policy?		

Criteria	RAG	Notes
Leadership and Management		
Is the PSHE Lead consulted on key decisions which affect PSHE education and is their expertise valued?		
Do the SLT and Governing body have an understanding of current developments and are confident that evidence-based and data informed quality PSHE is being delivered in line with best practice principles that meets or exceed statutory requirements?		
Is PSHE education resourced in line with other subjects for example being allocated preparation and planning time and training budget?		
Training		
Are staff highly confident in PSHE education subject knowledge and delivery?		
Is PSHE education specific training included as part of the whole school CPD strategic plan?		

Criteria	RAG	Notes
Training		
Does the school ensure there are different opportunities to access CPD for teachers, support staff and governors?		
Is there a plan in place for colleagues who feel less confident in PSHE education teaching to develop their confidence?		
Does the PSHE Lead have opportunities to attend extended CPD in PSHE education and meet with other leads to continue to develop their expertise?		
Are staff supported in their own health and wellbeing to ensure they are able to talk through any issues they may have and are given the opportunity to problem solve in a safe environment?		

Criteria	RAG	Notes
Curriculum		
Is PSHE education specific training included as part of the whole school CPD strategic plan?		
<p>Does the curriculum take into account:</p> <ul style="list-style-type: none"> • Religion and Belief • Relevant provisions within the Equality Act (2010) • The Law 		
Is there awareness of related learning between PSHE education and other curriculum areas which supports pupils in making connections and ensuring related teaching (e.g. puberty in science and PSHE) happens concurrently?		
Is the staff's approach to <u>creating a safe learning environment</u> supported by a whole-school commitment to identifying, protecting and supporting pupils with increased vulnerability and promoting the health and wellbeing of all?		

Criteria	RAG	Notes
Curriculum		
Does the PSHE education curriculum make a significant and sustained contribution to SMSC development, promoting British values, careers education and safeguarding?		
Does the school use local health data, national trends, pupil voice, pastoral input and assessment evidence to tailor the programme to meet pupils' needs?		
Does the school invite input from pupils on content, relevance and quality and use this to assess impact and inform planning?		
Do pupils feel their input is valued and acted upon?		
Partnerships		
Do parents/carers have an awareness of the topics being taught and are provided guidance and support to enable them to support their child/ren?		

Criteria	RAG	Action/Evidence
<ul style="list-style-type: none"> Partnerships 		
<p>Do staff engage in partnership with other organisations who could support the whole school approach, this could include</p> <ul style="list-style-type: none"> Safer Schools Alliance (Stoke only) Local Safeguarding Boards Locality meetings PSHE Leads Forum Mental Health Leads Network DSL Briefings NHS Trusts? 		
<p>Is information from supporting agencies where staff and pupils can go for additional support clearly displayed and accessible?</p>		
<p>Does the school quality <u>check external providers</u> prior to delivery?</p>		

An editable version of this audit tool can be found [here](#).

This audit tool is based upon the Department for Education's statutory guidance on Relationships Education and Health Education for Primary Schools and Relationships and Sex Education and Health Education for Secondary Schools and the PSHE Association's wider programme builders for KS1-5.

The tool aims to support PSHE Leads in being able to map their own curriculum against these two schemes of work, including being able to demonstrate cross curriculum links.

An editable version of this audit tool can be found [here](#).

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Healthy lifestyles (Physical Wellbeing)				
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			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Mental health				
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			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Mental health				
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).]			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
<i>Mental health</i>				
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			
<i>Healthy Lifestyles</i>				
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			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Healthy Lifestyles				
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.			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Healthy Lifestyles				
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			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Drugs, Alcohol and Tobacco				
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			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Drugs, Alcohol and Tobacco				
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			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Managing Risk 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			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Puberty and Sexual Health				
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)			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
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			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Positive Relationships				
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			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
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			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
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			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Forming and Maintaining Respectful Relationships				
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			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Managing Hurtful Behaviour and Bullying				
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			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Consent				
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			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Consent				
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			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Contraception and parenthood				
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			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Bullying, abuse and discrimination				
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			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Social Influences				
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			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Social Influences				
R47.	motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
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			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Choices and Pathway				
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			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
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			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
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			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
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			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Media Literacy and Digital Resilience				
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			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
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			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
<i>Mental health</i>				
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			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Mental health				
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).]			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Mental health				
H9.	<p>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).]</p>			
H10.	<p>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</p>			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
<i>Health Related Decisions</i>				
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			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
<i>Health Related Decisions</i>				
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			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
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			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
<i>Managing Risk and Personal Safety</i>				
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			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Sexual Health and Fertility				
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			
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			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Sexual Health and Fertility				
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			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
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			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Positive 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 source 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			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
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			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Forming and Maintaining Respectful 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			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Forming and Maintaining Respectful Relationships				
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 victim blaming, 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			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Consent				
R21.	the skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple			
Contraception and Parenthood				
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			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Contraception and Parenthood				
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			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Bullying, Abuse and Discrimination				
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			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
<i>Social Influences</i>				
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			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
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 Pathway				
L4.	about the range of opportunities available to them for career progression, including in education, training and employment			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Choices and Pathway				
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			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
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			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Work and Career				
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			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Employment Rights and Responsibilities				
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			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Financial Choices				
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			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Media Literacy and Digital Resilience				
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			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Media Literacy and Digital Resilience				
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			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Self-Concept				
H1.	skills and strategies to confidently manage transitional life phases			
H2.	to recognise how idealised images of bodies and pressure to conform, can adversely affect body image and self-esteem; strategies to manage this pressure			
H3.	to understand the issues and considerations relating to body enhancement or alteration, including long-term consequences			
Mental health				
H4.	to recognise signs of change in mental health and wellbeing and demonstrate a range of strategies for building and maintaining positive mental health, including managing stress and anxiety			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
<i>Mental health</i>				
H5.	to recognise common mental health issues such as anxiety, depression, eating disorders, self-harm and compulsive behaviours [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 students who are more vulnerable (e.g. personal accounts of weight change).]			
H6.	to recognise when they, or others, need support with their mental health and effective strategies to address difficulties and promote wellbeing			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
<i>Mental health</i>				
H7.	to analyse and evaluate support available to manage common mental health issues, and how to access the most appropriate support			
<i>Healthy Lifestyles</i>				
H8.	to take responsibility for monitoring personal health and wellbeing, including sun safety, breast awareness and self-examination, testicular self-examination and cervical screening			
H9.	to consistently access reliable sources of information and evaluate media messages about health			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Healthy Lifestyles				
H10.	how to register with and access health services in new locations			
H11.	to recognise illnesses that particularly affect young adults, such as meningitis and 'freshers' flu'			
H12.	how to maintain a healthy diet, especially on a budget			
H13.	how to maintain work-life balance, including understanding the importance of continuing with regular exercise and sleep, and balancing time online			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Managing Risk and Personal Safety				
H14.	to assess and manage risk and personal safety in a wide range of contexts, including online; about support in place to safeguard them in these contexts and how to access it			
H15.	to manage personal safety in relation to travel, such as cycle safety, young driver safety, passenger safety, using licensed taxis and getting home safely			
H16.	to travel safely around the UK and abroad; understand legal rights and responsibilities when travelling abroad, including passport, visa and insurance requirements			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Managing Risk and Personal Safety				
H17.	to perform first aid and evaluate when to summon emergency services, irrespective of any potential legal implications, for example, when the situation involves alcohol, drugs, gangs or violent crime			
Sexual Health				
H18.	to develop a nuanced understanding of how to select appropriate contraception in different contexts and relationships			
H19.	how to reduce the risk of contracting or passing on a sexually transmitted infection (STI)			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Sexual Health				
H20.	how to take responsibility for their sexual health and know where, and how, to access local and national advice, diagnosis and treatment			
Drugs, Alcohol and Tobacco				
H21.	to manage alcohol and drug use in relation to immediate and long-term health			
H22.	to understand how alcohol and drug use can affect decision making and personal safety, including looking out for friends, safe travel and drink-spiking			
H23.	the impact of alcohol and drug use on road safety, work-place safety, reputation and career			
H24.	the risks of being a passenger with an intoxicated driver and ways to manage this			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Relationship Values				
R1.	how to articulate their relationship values and to apply them in different types of relationships			
R2.	to recognise and challenge prejudice and discrimination and understand rights and responsibilities with regard to inclusion			
R3.	to recognise, respect and, if appropriate, challenge the ways different faith or cultural views influence relationships			
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			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Forming and Maintaining Respectful Relationships				
R4.	to manage mature friendships, including making friends in new places			
R5.	to manage personal safety in new relationships, including online activity or when meeting someone for the first time whom they met online			
R6.	to develop and maintain healthy, pleasurable relationships and explore different levels of emotional intimacy			
R7.	to evaluate different degrees of emotional intimacy in relationships, the role of pleasure, how they understand the difference between 'love' and 'lust'			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Forming and Maintaining Respectful Relationships				
R8.	to use constructive dialogue to support relationships and negotiate difficulties			
R9.	to manage the ending of relationships safely and respectfully, including online			
R10.	to recognise the opportunities to build meaningful relationships in the workplace and the boundaries around professional relationships			
Consent				
R11.	to understand the moral and legal responsibilities that someone seeking consent has, and the importance of respecting and protecting people's right to give, not give, or withdraw their consent (in all contexts, including online)			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Consent				
R12.	to understand the emotional, physical, social and legal consequences of failing to respect others' right not to give or to withdraw consent			
R13.	how to recognise, and seek help in the case of, sexual abuse, exploitation, assault or rape, and the process for reporting to appropriate authorities			
Contraception and Parenthood				
R14.	to understand the implications of unintended pregnancy and young parenthood; to recognise the advantages of delaying conception, whilst acknowledging the changes in fertility with age			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Contraception and Parenthood				
R15.	to negotiate, and if necessary be able to assert, the use of contraception with a sexual partner			
R16.	how to effectively use different contraceptives, including how and where to access them			
R17.	to evaluate the most appropriate methods of contraception in different circumstances (including emergency contraception)			
R18.	to access the pathways available in the event of an unintended pregnancy and understand the importance of getting advice and support quickly			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Bullying, Abuse and Discrimination				
R19.	to recognise and manage negative influence, manipulation and persuasion in a variety of contexts, including online			
R20.	to recognise and manage different forms of abuse, sources of support and exit strategies for unhealthy relationships			
R21.	to recognise forced marriage and 'honour' based violence; to get help for themselves or others they believe to be at immediate or future risk			
R22.	to understand their rights in relation to harassment (including online) and stalking, how to respond and how to access support			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Bullying, Abuse and Discrimination				
R23.	strategies to recognise, de-escalate and exit aggressive social situations			
R24.	to evaluate the dangers and consequences of being involved in gangs, serious organised crime or carrying a weapon			
R25.	ways to celebrate cultural diversity, promote inclusion and safely challenge prejudice and discrimination			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Choices and Pathway				
L1.	to be enterprising in life and work			
L2.	to set realistic yet ambitious career and life goals which are matched to personal values, interests, strengths and skills			
L3.	to evaluate the 'next step' options available, such as higher education, further training or apprenticeships, and gap year opportunities			
L4.	the implications of the global market for their future choices in education and employment			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Work and Career				
L5.	how to identify and evidence their strengths and skills when applying and interviewing for future roles and opportunities			
L6.	how to produce a concise and compelling curriculum vitae and prepare effectively for interviews			
L7.	how to recognise career possibilities in a global economy			
Employment Rights and Responsibilities				
L8.	their rights and responsibilities as students in casual, part-time jobs, including in the 'gig economy'			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Employment Rights and Responsibilities				
L9.	the importance of professional conduct and how it can be demonstrated in different workplaces including following health and safety protocols			
L10.	to understand and appreciate the importance of workplace confidentiality and security including cyber-security and data protection			
L11.	to recognise bullying and harassment in the workplace in all its forms and ways to seek or provide support to resolve the situation			
L12.	the role of trade unions and professional organisations; when and how to constructively challenge workplace behaviours			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Financial Choices				
L13.	how to plan expenditure and budget for changes in circumstances (e.g. when moving out or going to university)			
L14.	to understand and manage salary deductions including taxation, national insurance and pensions			
L15.	to evaluate savings options			
L16.	to exercise consumer rights, including resolving disputes and accessing appropriate support			
L17.	to manage financial contracts including, mobile phone services and renting items and accommodation; how to identify appropriate advice			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Financial Choices				
L18.	to evaluate the potential gains and risks of different debt arrangements and repayment implications			
L19.	to evaluate the risks in different financial ventures including illegal schemes e.g. illegal money transfers			
Media Literacy and Digital Resilience				
L20.	to set and maintain clear boundaries around personal privacy and to manage online safety in all its forms, including seeking help when appropriate			
L21.	to effectively challenge online content that adversely affects their personal or professional reputation			

Reference	Learning Outcome	RAG	Cross Curriculum Links	Notes
Media Literacy and Digital Resilience				
L22.	to build and maintain a positive professional online presence, using a range of technologies			
L23.	to be a critical consumer of online information in all its forms, including recognising bias, propaganda and manipulation			

STATUTORY RELATIONSHIP AND HEALTH EDUCATION – SECONDARY

This audit tool is to help PSHE Leads to determine the extent to which their current PSHE curriculum covers the statutory requirements set out by the DfE's Statutory Guidance.

It is important to remember that the Statutory Guidance provides information on what schools **MUST** cover, it does not include everything that schools **SHOULD** cover as part of a wider PSHE curriculum. Schools have the flexibility to respond to local public health and community issues to ensure they meet the needs of their children and young people.

Learning Outcome	RAG	Cross Curriculum Links	Notes
<i>Mental Wellbeing</i>			
how to talk about their emotions accurately and sensitively, using appropriate vocabulary			
that happiness is linked to being connected to others.			
how to recognise the early signs of mental wellbeing concerns.			
common types of mental ill health (e.g. anxiety and depression).			
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.			
the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.			

Learning Outcome	RAG	Cross Curriculum Links	Notes
Internet Safety and Harms			
<p>the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online</p>			
<p>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.</p>			

Learning Outcome	RAG	Cross Curriculum Links	Notes
Physical Health and Fitness			
the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.			
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 cardio-vascular ill-health.			
about the science relating to blood, organ and stem cell donation			

Learning Outcome	RAG	Cross Curriculum Links	Notes
Healthy Eating			
how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.			
Drugs, Alcohol and Tobacco			
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.			
the law relating to the supply and possession of illegal substances			
the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood			

Learning Outcome	RAG	Cross Curriculum Links	Notes
Drugs, Alcohol and Tobacco			
the physical and psychological consequences of addiction, including alcohol dependency			
awareness of the dangers of drugs which are prescribed but still present serious health risks.			
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.			

Learning Outcome	RAG	Cross Curriculum Links	Notes
Health and Prevention			
about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.			
about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.			
(late secondary) the benefits of regular self-examination and screening.			
the facts and science relating to immunisation and vaccination.			
the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.			

Learning Outcome	RAG	Cross Curriculum Links	Notes
Basic First Aid			
basic treatment for common injuries.			
life-saving skills, including how to administer CPR.			
the purpose of defibrillators and when one might be needed.			
Changing Adolescent Body			
key facts about puberty, the changing adolescent body and menstrual wellbeing.			
the main changes which take place in males and females, and the implications for emotional and physical health.			

Learning Outcome	RAG	Cross Curriculum Links	Notes
Families			
that there are different types of committed, stable relationships.			
how these relationships might contribute to human happiness and their importance for bringing up children.			
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.			
why marriage is an important relationship choice for many couples and why it must be freely entered into.			

Learning Outcome	RAG	Cross Curriculum Links	Notes
Families			
the characteristics and legal status of other types of long-term relationships			
the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting			
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.			

Learning Outcome	RAG	Cross Curriculum Links	Notes
Respectful Relationships Including Friendships			
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.			
practical steps they can take in a range of different contexts to improve or support respectful relationships.			
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).			

Learning Outcome	RAG	Cross Curriculum Links	Notes
Respectful Relationships Including Friendships			
<p>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</p>			
<p>that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</p>			
<p>what constitutes sexual harassment and sexual violence and why these are always unacceptable.</p>			
<p>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.</p>			

Learning Outcome	RAG	Cross Curriculum Links	Notes
Online and Media			
<p>their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</p>			
<p>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.</p>			
<p>not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</p>			
<p>what to do and where to get support to report material or manage issues online.</p>			

Learning Outcome	RAG	Cross Curriculum Links	Notes
Online and Media			
the impact of viewing harmful content.			
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			
that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.			
how information and data is generated, collected, shared and used online.			

Learning Outcome	RAG	Cross Curriculum Links	Notes
Being Safe			
<p>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</p>			
<p>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).</p>			

Learning Outcome	RAG	Cross Curriculum Links	Notes
intimate and Sexual Relationships including Sexual Health			
<p>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.</p>			
<p>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</p>			
<p>the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</p>			
<p>that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</p>			

Learning Outcome	RAG	Cross Curriculum Links	Notes
intimate and Sexual Relationships including Sexual Health			
that they have a choice to delay sex or to enjoy intimacy without sex.			
about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.			
how the use of alcohol and drugs can lead to risky sexual behaviour			
how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment			

Learning Outcome	RAG	Cross Curriculum Links	Notes
intimate and Sexual Relationships including Sexual Health			
the facts about the full range of contraceptive choices, efficacy and options available.			
the facts around pregnancy including miscarriage.			
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).			
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			

Learning Outcome	RAG	Cross Curriculum Links	Notes
Laws- Pupils should be taught the legal provision when the relevant topics are being taught e.g.			
Marriage			
Consent, including the age of consent			
Violence Against Women and Girls			
Online Behaviours including image and information sharing (including nudes etc..)			
Pornography			
Abortion			
Sexuality			
Gender Identity			

Learning Outcome	RAG	Cross Curriculum Links	Notes
Laws- Pupils should be taught the legal provision when the relevant topics are being taught e.g.			
Substance Misuse			
Violence and Exploitation by Gangs			
Extremism/ radicalisation			
Criminal Exploitation (e.g. county lines gang involvement)			
Hate Crime			
Female Genital Mutilation (FGM)			

PSHE ACTION PLAN -

Action Required	Lead Person	Resources Required	Deadline	Progress

PSHE ACTION PLAN -

Action Required	Lead Person	Resources Required	Deadline	Progress



PSHE
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