NEWSTEAD WOOD SCHOOL
Avebury Road, Orpington, Kent BR6 9SA

<u>Relationships and Sex Education Policy</u>

Review Body:	Local Governing Body
Leadership Group Responsibility:	Deputy Headteacher
Type of Policy:	Statutory
Review Period:	Annually
Reviewed:	September 2023
Next Review:	October 2024

From September 2020, students receiving secondary education must be taught Relationships and Sex Education, under the Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019.

This policy takes into account **United Learning Relationships, Sex and Health Education Policy Statement** for schools, and the **DfE guidance** regarding Relationships and Sex Education. Its purpose is to enable secondary schools to develop an effective Relationships and Sex Education Policy, using the framework set out below.

Introduction

Relationships and Sex Education will cover content on what healthy and unhealthy relationships look like and what makes a good friend, colleague and successful marriage or committed relationship. At the appropriate time, the focus will move to developing intimate relationships, to equip students with the knowledge they need to make safe, informed and healthy choices as they progress through adult life.

Its objective is to enable students to learn about:

(i) families and people who care for them, including the nature of marriage and civil partnership and their importance for family life and the bringing up of children,

(ii) forming and maintaining caring relationships,

(iii) the characteristics of healthy and respectful relationships, including online,

(iv) how relationships may affect physical and mental health and wellbeing, and how to ensure they are safe, and

(v) intimate and sexual relationships, including sexual health.

Relationships and sex education will only use teaching and materials which are appropriate to the age and the religious background of the students receiving it.

Parental, staff and student involvement regarding this policy

The school will consult with parents and staff on the formation and review of this policy through the school website. This policy will be reviewed annually.

The school will engage students when updating the policy, through the Head Student Team, Form Representatives and whole school questionnaires.

Parental right to withdraw children

This Sex and Relationship Policy acknowledges the right of parents to withdraw their child from some or all of the sex education provided (except from sex education taught under the science curriculum), but not from the relationships education.

In considering such a request, the school will use the following process:

- The Headteacher should discuss with the parent (and, if appropriate, the student) to ensure their wishes are understood and to clarify the nature and purpose of the curriculum and the content that will be covered.
- The Headteacher should discuss with the parent the benefits of the student receiving this important education and any detrimental effects that withdrawal might have on the student, including social or emotional effects of being excluded as well as the likelihood of the student hearing from their peers what was covered (and having that content channelled through a student's voice rather than a teacher's).
- Once those discussions have taken place, except in exceptional circumstances (e.g. safeguarding concerns), the school should respect the parents' request to withdraw the student, up to and until three terms before the student turns 16. After that point, if the student wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the student with sex education during one of those terms.
- For the vast majority of students with SEND, their SEND should not be a consideration in deciding whether to grant a parental request. However, there may be exceptional circumstances where the Headteacher will want to take a student's SEND into account when making this decision.

If a student is withdrawn from sex education, the school will ensure that the student receives appropriate, purposeful education during the period of withdrawal.

Teaching of Relationships and Sex Education

Content
Students will be taught:

Families	Students should know:
	- 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 and civil partnerships are, including their legal status e.g. that marriage and civil partnerships carry 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. - The characteristics and legal status of other types of long-term relationships. - The roles and responsibilities of parents with respect to the raising of children. - How to: determine whether peers, 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.
Respectful relationships including friendships	Students should know: - The characteristics of positive and healthy friendships (both on and offline) including: trust, respect, honesty, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. - 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). - 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 tolerance and respect to others and others' beliefs, including people in positions of authority. - About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. - That some types of behaviour within relationships are criminal, including violent behaviour and coercive control. - What constitutes sexual harassment and sexual violence and why these are always unacceptable. - 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.

Online and media	Students should know: - Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply online and offline. - 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. - Not to provide material to others that they would not want shared further and not to share personal material which is sent to them. - What to do and where to get support to report material or manage issues online. - The impact of viewing harmful content. - That specifically sexually explicit material often 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.
Being Safe	Students should know: - 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. - How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (on and offline).
Intimate and sexual relationships including sexual health	Students should know: - How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. - That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. - The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women. - That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. - That they have a choice to delay sex or to enjoy intimacy without sex. - The facts about the full range of contraceptive choices 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.
	▪ 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.
Mental wellbeing	Students should know: ▪ 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 issues. ▪ 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 of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.
Internet safety and harms	Students should know: ▪ The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online 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. ▪ How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or get support, if they have been affected by those behaviours.
Physical health and fitness	Students should know: ▪ 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. ▪ Facts about wider issues including blood, organ and stem cell donation.
Healthy eating	Students should know: ▪ How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, eating disorders and cancer.

Drugs, alcohol and tobacco	Students should know: ▪ The facts about legal substances and illegal substances, including drug-taking, 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 (relatively) safe alcohol consumption. ▪ 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.
Health and prevention	Students should know: ▪ About personal hygiene, germs (including microbes), the 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 (including screening and immunisation). ▪ 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.
Basic first aid	Students should know: ▪ 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	Students should know: ▪ 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.

Implementation and Teaching Methods

Where external specialists are brought in to support RSE they will be required to conform to this RSE Policy.

Teachers must ensure that at all times they act in accordance with our Child Protection Policy. Teachers should encourage students to seek advice from parents and/or general practitioners or appropriate health professionals where relevant. The teaching of apparently unrelated topics may occasionally lead to a discussion of aspects of sexual behaviour. Provided that such a discussion is relatively limited and set within the context of the other subject concerned, it will not necessarily form part of the sex education programme.

In such cases, particularly since they may involve students whose parents have withdrawn them from sex education, teachers will need to balance the need to give proper attention to relevant issues with the need to respect students' and parents' views and sensibilities.

Teaching about LGBTQ+ relationships will be fully integrated into the RSE curriculum.

The religious background of all students will be taken into account when planning teaching so that sensitive topics that need to be taught are handled appropriately.

Alongside the requirement to take the religious background of all students into account, teaching should reflect:
    a. the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make; and
    b. the recommendations for teaching content regarding intimate and sexual relationships, including sexual health as set out at in the Annex to this document.

Relationships and sex education will only use teaching and materials which are appropriate to the age and the religious background of the students receiving it.

With the support of the SENCo, the content will be made accessible to all students, including those with SEND.

The Pastoral Team, led by the Deputy Headteacher will monitor and evaluate the implementation and teaching of RSE.

The Learning Objectives for Relationships and Sex Education are part of the Personal, Social, Health and Economic learning objectives and are detailed in Appendix 1.

The Curriculum Overview for Relationships and Sex Education is part of the Personal, Social, Health and Economic curriculum and are detailed in Appendix 2.

Complaints

Complaints should be made in accordance with the school's complaints procedure which can be found on the school's website.

Policy Review Date

The Relationships and Sex Education Policy will be reviewed at least annually.

Newstead Wood School – PSHE Programme of Study

Key Stage 3

Objectives

At key stage 3, students build on the knowledge and understanding, skills, attributes and values they have acquired and developed during the primary phase. PSHE education acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Students learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media.

CORE THEME 1: HEALTH AND WELLBEING

Self-concept

H1. how we are all unique; that recognising and demonstrating personal strengths builds self-confidence, self-esteem and good health and wellbeing

H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)

H3. the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health

H4. simple strategies to help build resilience to negative opinions, judgements and comments

H5. to recognise and manage internal and external influences on decisions which affect health and wellbeing

Mental health and emotional wellbeing

H6. how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary

H7. the characteristics of mental and emotional health and strategies for managing these

H8. the link between language and mental health stigma and strategies to challenge stigma, myths and misconceptions associated with help-seeking and mental health concerns

H9. strategies to understand and build resilience, as well as how to respond to disappointments and setbacks

H10. a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support

Healthy lifestyles

H13. the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities

H14. the benefits of physical activity and exercise for physical and mental health and wellbeing

H15. the importance of sleep and strategies to maintain good quality sleep

H16. to recognise and manage what influences their choices about physical activity

H17. the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices

H18. what might influence decisions about eating a balanced diet and strategies to manage eating choices

H19. the importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination (especially testicular self-examination in late KS3); the purpose of vaccinations offered during adolescence for individuals and society.

H20. strategies for maintaining personal hygiene, including oral health, and prevention of infection

 H21. how to access health services when appropriate

H22. the risks and myths associated with female genital mutilation (FGM), its status as a criminal act and strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM

Drugs, alcohol and tobacco

H23. the positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics

H24. to evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use

H25. strategies to manage a range of influences on drug, alcohol and tobacco use, including peers

 H26. information about alcohol, nicotine and other legal and illegal substances, including the shortterm and long-term health risks associated with their use

H27. the personal and social risks and consequences of substance use and misuse including occasional use

H28. the law relating to the supply, use and misuse of legal and illegal substances

H29. about the concepts of dependence and addiction including awareness of help to overcome addictions

Managing risk and personal safety

H30. how to identify risk and manage personal safety in increasingly independent situations, including online

H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety

H32. the risks associated with gambling and recognise that chance-based transactions can carry similar risks; strategies for managing peer and other influences relating to gambling

H33. how to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators

Puberty and sexual health

H34. strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing

H35. about the purpose, importance and different forms of contraception; how and where to access contraception and advice (see also Relationships)

H36. that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs)

CORE THEME 2: RELATIONSHIPS

Positive relationships

R1. about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them

R2. indicators of positive, healthy relationships and unhealthy relationships, including online

R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation

R4. the difference between biological sex, gender identity and sexual orientation

R5. to recognise that sexual attraction and sexuality are diverse

R6. that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion

R7. how the media portrays relationships and the potential impact of this on people's expectations of relationships

R8. that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex

Relationship values

R9. to clarify and develop personal values in friendships, love and sexual relationships

R10. the importance of trust in relationships and the behaviours that can undermine or build trust

R11. to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships

R12. that everyone has the choice to delay sex, or to enjoy intimacy without sex

Forming and maintaining respectful relationships

R13. how to safely and responsibly form, maintain and manage positive relationships, including online

R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)

R15. to further develop and rehearse the skills of team working

R16. to further develop the skills of active listening, clear communication, negotiation and compromise

R17. strategies to identify and reduce risk from people online that they do not already know; when and how to access help

R18. to manage the strong feelings that relationships can cause (including sexual attraction)

R19. to develop conflict management skills and strategies to reconcile after disagreements

R20. to manage the influence of drugs and alcohol on decision-making within relationships and social situations

R21. how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships

R22. the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support

R23. the services available to support healthy relationships and manage unhealthy relationships, and how to access them

Consent

R24. that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances

R25. about the law relating to sexual consent

R26. how to seek, give, not give and withdraw consent (in all contexts, including online)

R27. that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected

R28. to gauge readiness for sexual intimacy

R29. the impact of sharing sexual images of others without consent

R30. how to manage any request or pressure to share an image of themselves or others, and how to get help

R31. that intimate relationships should be pleasurable

Contraception and parenthood

R32. the communication and negotiation skills necessary for contraceptive use in healthy relationships (see also 'Health')

R33. the risks related to unprotected sex

R34. the consequences of unintended pregnancy, sources of support and the options available

R35. the roles and responsibilities of parents, carers and children in families

R36. the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children

Bullying, abuse and discrimination

R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others

R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied

R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships

R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice

R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online

Social influences

R42. to recognise peer influence and to develop strategies for managing it, including online

R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support

R44. that the need for peer approval can generate feelings of pressure and lead to increased risktaking; strategies to manage this

R45. about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours

R46. strategies to manage pressure to join a gang, exit strategies and how to access appropriate support

R47. motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon

CORE THEME 3: LIVING IN THE WIDER WORLD

Learning skills

L1. study, organisational, research and presentation skills

L2. to review their strengths, interests, skills, qualities and values and how to develop them

L3. to set realistic yet ambitious targets and goals

L4. the skills and attributes that employers value

L5. the skills and qualities required to engage in enterprise

L6. the importance and benefits of being a lifelong learner

Choices and pathways

L7. about the options available to them at the end of key stage 3, sources of information, advice and support, and the skills to manage this decision-making process

L8. about routes into work, training and other vocational and academic opportunities, and progression routes

L9. the benefits of setting ambitious goals and being open to opportunities in all aspects of life

L10. to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations

Work and career

L11. different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work

L12. about different work roles and career pathways, including clarifying their own early aspirations

Employment rights and responsibilities

L13. about young people's employment rights and responsibilities

L14. to manage emotions in relation to future employment

Financial choices

L15. to assess and manage risk in relation to financial decisions that young people might make

L16. about values and attitudes relating to finance, including debt

L17. to manage emotions in relation to money

L18. to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions

L19. to recognise financial exploitation in different contexts e.g. drug and money mules, online scams

Media literacy and digital resilience

L20. that features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity

L21. to establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media

L22. the benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues

L23. to recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views

L24. to understand how the way people present themselves online can have positive and negative impacts on them

L25. to make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them

L26. that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours

L27. to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms

Key Stage 4

Objectives

At key stage 4, students deepen knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during key stage 3. PSHE education reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

CORE THEME 1: HEALTH AND WELLBEING

Self-concept

H1. to accurately assess their areas of strength and development, and where appropriate, act upon feedback

H2. how self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this

H3. how different media portray idealised and artificial body shapes; how this influences body satisfaction and body image and how to critically appraise what they see and manage feelings about this

H4. strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing

Mental health and emotional wellbeing

H5. the characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people's mental health

H6. about change and its impact on mental health and wellbeing and to recognise the need for emotional support during life changes and/or difficult experiences

H7. a broad range of strategies — cognitive and practical — for promoting their own emotional wellbeing, for avoiding negative thinking and for ways of managing mental health concerns

H8. to recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help or treatment is available

H9. the importance of and ways to pre-empt common triggers and respond to warning signs of unhealthy coping strategies, such as self-harm and eating disorders in themselves and others [NB It is important to avoid teaching methods and resources that provide instruction on ways of selfharming, restricting food/ inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).]

H10. how to recognise when they or others need help with their mental health and wellbeing; to explore and analyse ethical issues when peers need help; strategies and skills to provide basic support and identify and access the most appropriate sources of help

Health-related decisions

H11. to make informed lifestyle choices regarding sleep, diet and exercise

H12. the benefits of having a balanced approach to spending time online

H13. to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical and mental health

H14. about the health services available to people; strategies to become a confident user of the NHS and other health services; to overcome potential concerns or barriers to seeking help

H15. the purpose of blood, organ and stem cell donation for individuals and society

H16. how to take increased personal responsibility for maintaining and monitoring health including cancer prevention, screening and self-examination

H17. to assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings and the use of sunbeds

H18. the ways in which industries and advertising can influence health and harmful behaviours

Drugs, alcohol and tobacco

H19. the consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities

H20. wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle

H21. to identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking cessation

Managing risk and personal safety

H22. ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online

H23. strategies for identifying risky and emergency situations, including online; ways to manage these and get appropriate help, including where there may be legal consequences (e.g. drugs and alcohol, violent crime and gangs)

H24. to increase confidence in performing emergency first aid and life-saving skills, including cardiopulmonary resuscitation (CPR) and the use of defibrillators

H25. to understand and build resilience to thinking errors associated with gambling (e.g. 'gambler's fallacy') the range of gambling-related harms, and how to access support for themselves or others

Sexual health 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

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

CORE THEME 2: RELATIONSHIPS

Positive relationships

R1. the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality

R2. the role of pleasure in intimate relationships, including orgasms

R3. to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary

R4. the importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships

R5. the legal rights, responsibilities and protections provided by the Equality Act 2010

R6. about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them

R7. strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed

R8. to understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours

Relationship values

R9. to recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours

R10. to understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values

Forming and maintaining respectful relationships

R11. strategies to manage the strong emotions associated with the different stages of relationships

R12. to safely and responsibly manage changes in personal relationships including the ending of relationships

R13. ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them

R14. the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks

R15. the legal and ethical responsibilities people have in relation to online aspects of relationships

R16. to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help

R17. ways to access information and support for relationships including those experiencing difficulties

Consent

R18. about the concept of consent in maturing relationships

R19. about the impact of attitudes towards sexual assault and to challenge 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

R22. to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences

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

R26. the reasons why people choose to adopt/foster children

R27. about the current legal position on abortion and the range of beliefs and opinions about it

Bullying, abuse and discrimination

R28. to recognise when others are using manipulation, persuasion or coercion and how to respond

R29. the law relating to abuse in relationships, including coercive control and online harassment

R30. to recognise when a relationship is abusive and strategies to manage this

R31. the skills and strategies to respond to exploitation, bullying, harassment and control in relationships

R32. about the challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so; sources of appropriate advice and support, and how to access them

R33. The law relating to 'honour'-based violence and forced marriage; the consequences for individuals and wider society and ways to access support

R34. strategies to challenge all forms of prejudice and discrimination

Social influences

R35. to evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs

R36. skills to support younger peers when in positions of influence

R37. to recognise situations where they are being adversely influenced, or are at risk, due to being part of a particular group or gang; strategies to access appropriate help

R38. factors which contribute to young people becoming involved in serious organised crime, including cybercrime

CORE THEME 3: LIVING IN THE WIDER WORLD

Learning skills

L1. to evaluate and further develop their study and employability skills

L2. to evaluate their own personal strengths and areas for development and use this to inform goal setting

L3. how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability

Choices and pathways

L4. about the range of opportunities available to them for career progression, including in education, training and employment

L5. about the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities

L6. about the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities

Work and career

L7. about the labour market, local, national and international employment opportunities

L8. about employment sectors and types, and changing patterns of employment

L9. to research, secure and take full advantage of any opportunities for work experience that are available

L10. to develop their career identity, including values in relation to work, and how to maximise their chances when applying for education or employment opportunities

L11. the benefits and challenges of cultivating career opportunities online

L12. strategies to manage their online presence and its impact on career opportunities

Employment rights and responsibilities

L13. the skills and attributes to manage rights and responsibilities at work including health and safety procedures

L14. about confidentiality in the workplace, when it should be kept and when it might need to be broken

L15. about the unacceptability and illegality of discrimination and harassment in the workplace, and how to challenge it

Financial choices

L16. how to effectively budget, including the benefits of saving

L17. how to effectively make financial decisions, including recognising the opportunities and challenges involved in taking financial risks

L18. to recognise and manage the range of influences on their financial decisions

L19. to access appropriate support for financial decision-making and for concerns relating to money, gambling, and consumer rights

L20. the skills to challenge or seek support for financial exploitation in different contexts including online

L21. to evaluate the financial advantages, disadvantages and risks of different models of contractual terms, including self-employment full-time, part-time and zero-hours contracts

Media literacy and digital resilience

L22. that there are positive and safe ways to create and share content online and the opportunities this offers

L23. strategies for protecting and enhancing their personal and professional reputation online

L24. that social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints; to recognise why and how this may influence opinions and perceptions of people and events

L25. how personal data is generated, collected and shared, including by individuals, and the consequences of this

L26. how data may be used with the aim of influencing decisions, including targeted advertising and other forms of personalisation online; strategies to manage this

L27. strategies to critically assess bias, reliability and accuracy in digital content

L28. to assess the causes and personal consequences of extremism and intolerance in all their forms

L29. to recognise the shared responsibility to challenge extreme viewpoints that incite violence or hate and ways to respond to anything that causes anxiety or concern

Key Stage 5

This key stage represents the last opportunity to ensure that students have the knowledge and understanding, skills, strategies and attributes they need for independent living and the next stage in their education or career.

CORE THEME 1: HEALTH AND WELLBEING

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 and emotional wellbeing

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

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

H7. to analyse and evaluate support available to manage common mental health issues, and how to access the most appropriate support

Healthy lifestyles

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

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

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

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)

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

CORE THEME 2: RELATIONSHIPS

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

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'

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)

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

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

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

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

CORE THEME 3: LIVING IN THE WIDER WORLD

Choices and pathways

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

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'

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

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

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

L22. to build and maintain a positive professional online presence, using a range of technologies

L23. how social media can expand, limit or distort perspectives and recognise how content they create and share may contribute to, or challenge this

L24. to be a critical consumer of online information in all its forms, including recognising bias, propaganda and manipulation

L25. when and how to report or access help for themselves or others in relation to extremism and radicalisation

Newstead Wood School PSHE Curriculum Overview

Votes for Schools is used as a resource to cover many of the learning objectives.

These are delivered by PSHE Ambassadors; sixth form students who receive regular training in the delivery of PSHE from the Designated Safeguarding Lead.

All Learning Objectives cover the three strands of PSHE;

MENTAL HEALTH & WELLBEING (Mental Wellbeing, Internet Safety and Harms, Health and Prevention, Changing Adolescent Body)

RELATIONSHIPS & SEX EDUCATION (Families, Respectful relationships including friendships, Online and Media, Being Safe, Intimate and sexual relationships including sexual health)

LIVING IN THE WIDER WORLD (Social Development, Community Participation, Economic Wellbeing, Careers, Citizenship)

VOTESFORSCHOOLS 2023-24 | Upcoming VoteTopics Calendar

Autumn Term 2023

4th-8th September Topic Theme: Environment & climate change	**11th-15th September** *No pre-planned VoteTopic*	**18th-22nd September** *No pre-planned VoteTopic*	**25th-29th September** *No pre-planned VoteTopic*
2nd-6th October Topic Event: Black History Month	**9th-13th October** *No pre-planned VoteTopic*	**16th-20th October** Topic Theme: Crime, justice & extremism	**23rd-27th October** *No pre-planned VoteTopic*

30th October-3rd November: Half Term

6th-10th November Topic Event: Parliament Week	**13th-17th November** Topic Event: Anti-Bullying Week	**20th-24th November** Topic Event: Children's Grief Awareness Week	**27th November-1st December** Topic Theme: Community & charity
4th-8th December Topic Event: International Day of People with Disabilities	**11th-15th December** *No pre-planned VoteTopic*		**18th-22nd December** Topic Theme: Culture, media & the arts

25th December 2023-5th January 2024: Christmas Break

Spring Term 2024

8th-12th January *No pre-planned VoteTopic*	**15th-19th January** *No pre-planned VoteTopic*	**22nd-26th January** *No pre-planned VoteTopic*
29th January-2nd February Topic Event: LGBT History Month	**5th-9th February** Topic Event: Safer Internet Day	**12th-16th February** *No pre-planned VoteTopic*

19th-23rd February: Half Term

26th February-1st March Topic Theme: Jobs, economy & education	**4th-8th March** Topic Theme: Equalities & identity	**11th-15th March** Topic Theme: Science & technology
18th-22nd March *No pre-planned VoteTopic*	**25th-29th March** Topic Theme: Health & wellbeing	

29th March-12th April: Easter Break		
Summer Term 2024		
15th-19th April Topic Event: Earth Day	**22nd-26th April** *No pre-planned VoteTopic*	**29th April-3rd May** Topic Theme: Crime, justice & extremism
6th-10th May *No pre-planned VoteTopic*	**13th-17th May** *No pre-planned VoteTopic*	**20th-24th May** *No pre-planned VoteTopic*

27th-31st May: Half Term			
1st-5th June *No pre-planned VoteTopic*	**8th-12th June** *No pre-planned VoteTopic*	**17th-21st June** Topic Theme: Global issues & politics	**24th-28th June** Topic Theme: Equalities & identity

1st-5th July *No pre-planned VoteTopic*	**8th-12th July** *No pre-planned VoteTopic*	**15th-19th July** *No pre-planned VoteTopic*

22nd July-2nd September: Summer Break		

24

Key Theme	Issues & Topics within Key Themes
1) Health & wellbeing	
Mental wellbeing	Mental health disorders, stress, work-life balance, sports, exercise, mindfulness, happiness, emotional health, self-esteem, body image, eating disorders, self-harm, abuse, suicide
Health & medicine	NHS, obesity, diet, vaccines, antibiotics, HIV/aids, sanitation, periods, medicine, cancer, organ donation, sexual health, smoking, drugs, gambling, addiction
Healthy relationships	Keeping yourself safe, sexualisation, consent, sexual harassment, positive relationships, malnutrition, child marriage, domestic violence, online safety, pornography, exploitation, FGM, sexual health
2) Equalities & identity	
Protected characteristics	Gender, race, age, sex, sexuality, religion, disability/learning difficulties, marriage and civil partnership, pregnancy & maternity

Attitudes & isms	Sexism, gender equality, feminism, racism, islamophobia, anti-Semitism, prejudice, stereotyping, discrimination, stigma, bullying, banter, toxic masculinity, "lad" culture, harassment, hate crime
Societal issues	Human rights, integration, immigration/emigration, passports, citizenship, tolerance, power, vulnerability
3) Environment & climate change	
Global warming	Climate change, pollution, natural resources, energy, recycling, factory farming, sustainability, travel, air quality, transportation
Weather & climate	Natural disasters (cause & prevention), extreme weather events, migration, environmental refugees
Nature & ecosystems	Wildlife, animal welfare, conservation, extinction, plastic, waste disposal, consumerism, housing, urbanisation, development, national parks, water, oceans, forests, parks, space
4) Global issues & politics	
UK issues	Brexit, free school meals, Coronavirus response, cronyism, inequalities, UK political parties, general elections, local elections, censuses, surveys, polls
Global issues	War & peace, refugees, poverty, population, food & water scarcity, corruption, conflict, access to education, health epidemics, transparency, interdependence, populism, inequality, globalisation, military, nuclear weapons, biosecurity, famine, power, humanitarian crises, trafficking

Politicians & systems	Political leaders, movements, democracy, democratisation, dictators, types of political system, national identity, freedom of speech, international security
5) Science & technology	
Discoveries & research	New scientific research, GM crops, lab-grown meat, stem cell research, controversial scientific innovations, infrastructure, ethics
Personal devices & tech	Personal devices (e.g. mobile phones & tablets), life online, social media, data security, surveillance, algorithms, Virtual Reality, privacy, cybersecurity
The future of tech	New technological advances (e.g. drones & robots), artificial intelligence, the changing of the news, automation of cars and jobs, space exploration & travel
6) Community & charity	
Citizenship	Integration, immigration, multiculturalism, services, society, shared values, respecting differences, housing, family life, inequalities between parts of the UK, lifestyles, foreign aid, international solidarity
Charity & altruism	Local charities, fundraising, food banks, supporting the elderly, homelessness, neighbours & communities across borders (e.g. the EU)
Community action	Petitioning, campaigning, land reform, loneliness, free school meals, the NHS, volunteering, youth groups

7) Crime, justice & extremism	
Societal issues	Access to health & social care, anti-social behaviour, money laundering, minority issues, gangs, knives & weapons, violence, grooming, child trafficking, genocide, modern slavery
Authorities & the law	Crime, privacy, surveillance, police, criminal justice system, prisons system, role of Parliament and House of Lords in making laws, secret service, death penalty
Attitudes & extremism	Political divisions, polarisation, freedom of speech, no-platforming, conspiracy theories, radicalisation, extremism, terrorism, crimes against humanity
8) Jobs, economy & education	
Careers & employment	Teamwork, entrepreneurship, business, work-life balance, transnational corporations, international trade, fair trade, job markets, future of jobs
Finances & the economy	Financial literacy, budgeting, investment, tax, credit cards, borrowing/debt, role of banks, Government spending, financial crises
Continuing education	Ambition, goals, school, learning, exams, education system, tests, apprenticeships, qualifications, university, unemployment
9) Culture, media & the arts	
Culture & heritage	Language, sport, food & drink, museums, libraries, galleries, parks, tourism, philosophy, remembering people who shaped the UK

Media & entertainment	News & TV consumption, fake news, analysing the news, advertising, brands, celebrities, cancel culture, film, music, books, art, podcasts, social media
British "institutions"	British customs & traditions, "Britishness", the Royal Family, UK political parties, Church & State

What do the numbers mean?	
Criteria 1.1-1.18	SMSC: Spiritual (Personal values & beliefs; Experiencing wonder & fascination; Understanding human feelings & emotions; Using imagination & creativity)
Criteria 2.1-2.16	SMSC: Moral (Developing & expressing personal views; Investigating moral & ethical issues; Moral codes & models of moral virtue; Recognising right & wrong and apply; Understanding consequences of actions)
Criteria 3.1-3.20	SMSC: Social (Developing qualities & social skills; Participating & resolving conflict; Understanding how communities function)
Criteria 4.1-4.14	SMSC: Cultural (Understanding & respecting diversity; Participating & responding to culture; Preparing for life in modern Britain; Understanding & appreciating influences)
Criteria 5.1-5.18	Prevent Strategy, HM Government, 2007-present
Criteria 6.1-6.11	Promoting Fundamental British Values, November 2014

SMSC: Spiritual			
Criteria	Description	Curriculum Area	Framework
1.1	Voters have the opportunity to be reflective about their own beliefs (religious or otherwise)	**Spiritual:** Personal values & beliefs	SMSC - Ofsted 2014
1.2	Voters use personal experiences to reflect on their lives	**Spiritual:** Personal values & beliefs	SMSC - Ofsted 2014
1.3	Voters demonstrate defence in their aims, values, principles & beliefs	**Spiritual:** Personal values & beliefs	SMSC - Ofsted 2004
1.4	Voters can be holistic in their approach to discussing topics	**Spiritual:** Personal values & beliefs	SMSC - Ofsted 2004
1.5	Schools support voters with their religious beliefs in a personalised way	**Spiritual:** Personal values & beliefs	SMSC - Ofsted 2004
1.6	Schools facilitate discussions to support reflection	**Spiritual:** Personal values & beliefs	SMSC - Ofsted 2004
1.7	Voters learn about themselves, others & the world around them	**Spiritual:** Experiencing wonder & fascination	SMSC - Ofsted 2014
1.8	Voters develop an appreciation of the intangible (e.g. love, ambiguity)	**Spiritual:** Experiencing wonder & fascination	SMSC - Ofsted 2004
1.9	Schools allow voters to ask questions: why? How? Who? Where? What?	**Spiritual:** Experiencing wonder & fascination	SMSC - Ofsted 2004

1.10	Voters show interest and respect for others' faiths, feelings, and beliefs	**Spiritual:** Understanding human feelings & emotions	SMSC - Ofsted 2014
1.11	Voters develop empathy, compassion & concern with others	**Spiritual:** Understanding human feelings & emotions	SMSC - Ofsted 2004
1.12	Voters challenge the barriers & constraints to the human spirit (e.g. injustice, greed, poverty, discrimination)	**Spiritual:** Understanding human feelings & emotions	SMSC - Ofsted 2004
1.13	Voters develop a respect for insight as well as for knowledge & reason	**Spiritual:** Understanding human feelings & emotions	SMSC - Ofsted 2004
1.14	Voters develop an understanding of feelings & emotions and the impact of them	**Spiritual:** Understanding human feelings & emotions	SMSC - Ofsted 2004
1.15	Schools allow opportunities for voters to understand human feelings and how these affect us	**Spiritual:** Understanding human feelings & emotions	SMSC - Ofsted 2004
1.16	Schools develop a culture where voters can flourish, grow and respect others	**Spiritual:** Understanding human feelings & emotions	SMSC - Ofsted 2004
	Schools accommodate difference and respect the integrity of individuals	**Spiritual:** Understanding human feelings & emotions	SMSC - Ofsted 2004
1.17	Voters are encouraged to think and use their imaginations & sense of creativity	**Spiritual:** Using imagination & creativity	SMSC - Ofsted 2014
1.18	Staff value voters' questions and give them space for their own thoughts, ideas & concerns	**Spiritual:** Using imagination & creativity	SMSC - Ofsted 2004

	SMSC: Moral		
Criteria	Description	Curriculum Area	Framework
2.1	Voters are interested in investigating and adding their own views on moral & ethical issues	**Moral:** Developing & expressing personal views	SMSC - Ofsted 2014
2.2	Voters are able to express their views on ethical & personal issues	**Moral:** Developing & expressing personal views	SMSC - Ofsted 2004
2.3	Voters are committed to their own values even if others think they are wrong	**Moral:** Developing & expressing personal views	SMSC - Ofsted 2004
2.4	Voters enjoy discovering their own and others' views on different topics	**Moral:** Developing & expressing personal views	SMSC - Ofsted 2004
2.5	Voters can adapt their values in light of experiences	**Moral:** Developing & expressing personal views	SMSC - Ofsted 2004
2.6	Schools create platforms for voters which are safe for them to explore their views and practice moral decision-making	**Moral:** Developing & expressing personal views	SMSC - Ofsted 2004
2.7	Voters are interested in investigating others' viewpoints and are able to understand others may hold different views on these issues	**Moral:** Investigating moral & ethical issues	SMSC - Ofsted 2014
2.8	Schools use learning to prevent discrimination	**Moral:** Investigating moral & ethical issues	SMSC - Ofsted 2004

2.9	Schools give opportunities to explore rights & responsibilities, truth, justice, equality and right & wrong	**Moral:** Investigating moral & ethical issues	SMSC - Ofsted 2004
2.10	Voters respect there are different cultures in society and within their school	**Moral:** Investigating moral & ethical issues	SMSC - Ofsted 2004
2.11	Schools model fairness, integrity, respect for people, voters' welfare, minority groups and resolution of conflict	**Moral:** Moral codes & models of moral virtue	SMSC - Ofsted 2014
2.12	Voters know right from wrong and apply this, respecting civil & criminal law	**Moral:** Recognising right & wrong and apply	SMSC - Ofsted 2014
2.13	Voters know right from wrong based on their own moral code & other cultures	**Moral:** Recognising right & wrong and apply	SMSC - Ofsted 2004
2.14	Voters make reasoned & responsible judgements on moral dilemmas	**Moral:** Recognising right & wrong and apply	SMSC - Ofsted 2004
2.15	Voters understand the consequences both positive & negative of their actions (cause and effect)	**Moral:** Understanding consequences of actions	SMSC - Ofsted 2014
2.16	Schools encourage voters to take responsibility (e.g. taking care of their environment, respect)	**Moral:** Understanding consequences of actions	SMSC - Ofsted 2004

	SMSC: Social		
Criteria	Description	Curriculum Area	Framework
3.1	Voters use a range of social skills in different contexts including working alongside those from differing religions & socio-economic backgrounds	**Social:** Developing qualities & social skills	SMSC - Ofsted 2014
3.2	Voters are given the chance to adjust their behaviour to a range of social contexts demonstrating sensitivity	**Social:** Developing qualities & social skills	SMSC - Ofsted 2004
3.3	Voters reflect on their own contribution to school & their communities	**Social:** Developing qualities & social skills	SMSC - Ofsted 2004
3.4	Voters show respect for people, living things, property & their environment	**Social:** Developing qualities & social skills	SMSC - Ofsted 2004
3.5	Schools encourage voters to recognise and respect social differences & similarities	**Social:** Developing qualities & social skills	SMSC - Ofsted 2004
3.6	Schools help voters develop their personal qualities such as thoughtfulness, respect for difference, moral principles	**Social:** Developing qualities & social skills	SMSC - Ofsted 2004
3.7	Schools provide a platform for understanding and debating social issues	**Social:** Developing qualities & social skills	SMSC - Ofsted 2004
3.8	Schools provide opportunities for voters to engage in a democratic process and participate in community life	**Social:** Developing qualities & social skills	SMSC - Ofsted 2004

3.9	Schools provide appropriate links to the wider world & the community	**Social:** Developing qualities & social skills	SMSC - Ofsted 2004
3.10	Voters co-operate well and are able to resolve their conflicts	**Social:** Participating & resolving conflict	SMSC - Ofsted 2014
3.11	Voters work well together as members of groups or teams; they relate well to each other	**Social:** Participating & resolving conflict	SMSC - Ofsted 2004
3.12	Voters are given the platform to challenge appropriately the views of a group or the wider community	**Social:** Participating & resolving conflict	SMSC - Ofsted 2004
3.13	Voters resolve conflicts and counter forces which militate against inclusion & unity	**Social:** Participating & resolving conflict	SMSC - Ofsted 2004
3.14	Schools provide voters with the chance to exercise leadership & responsibility	**Social:** Participating & resolving conflict	SMSC - Ofsted 2004
3.15	Voters engage with and accept the values of democracy, the rule of law, individual liberty, and mutual respect & tolerance of those with differing beliefs & faiths	**Social:** Understanding how communities function	SMSC - Ofsted 2014
3.16	Voters develop skills & attitudes that will allow them to participate fully in democracy and contribute to society	**Social:** Understanding how communities function	SMSC - Ofsted 2014
3.17	Voters appreciate the rights & responsibilities of individuals within the wider setting	**Social:** Understanding how communities function	SMSC - Ofsted 2004

3.18	Voters understand how society functions and is organised	**Social:** Understanding how communities function	SMSC - Ofsted 2004
3.19	Voters understand the notion of interdependence in a complex society	**Social:** Understanding how communities function	SMSC - Ofsted 2004
3.20	Schools identify key values & principles on which school & community life is based	**Social:** Understanding how communities function	SMSC - Ofsted 2004

	SMSC: Cultural		
Criteria	Description	Curriculum Area	Framework
4.1	Voters explore and show understanding and respect for different faiths & cultural diversity	**Cultural:** Understanding & respecting diversity	SMSC - Ofsted 2014
4.2	Voters are given the platform to demonstrate their tolerance & positive attitude to local, national & international communities	**Cultural:** Understanding & respecting diversity	SMSC - Ofsted 2014
4.3	Voters develop an ability to appreciate different cultures and demonstrate dignity & respect to others' views; they challenge discriminatory behaviour	**Cultural:** Understanding & respecting diversity	SMSC - Ofsted 2004
4.4	Voters develop an openness to new ideas and are willing to change their views in light of new experiences	**Cultural:** Understanding & respecting diversity	SMSC - Ofsted 2004
4.5	Voters are given the opportunity to engage positively in cultural debates & opportunities	**Cultural:** Participating & responding to culture	SMSC - Ofsted 2004
4.6	Voters develop personal enrichment through encounter with cultural media & traditions from a range of cultures	**Cultural:** Understanding & respecting diversity	SMSC - Ofsted 2004
4.7	Schools provide opportunities for voters to engage in cultural events and to reflect on their significance	**Cultural:** Understanding & respecting diversity	SMSC - Ofsted 2004

4.8	Schools develop partnerships with outside agencies to extend voters' cultural awareness	**Cultural:** Understanding & respecting diversity	SMSC - Ofsted 2004
4.9	Voters know about Britain's democratic parliamentary system and how it shapes our history & values	**Cultural:** Preparing for life in modern Britain	SMSC - Ofsted 2014
4.10	Voters understand how beneficial it is to appreciate a range of different cultures and that this is preparation for them as part of a modern Britain	**Cultural:** Understanding & respecting diversity	SMSC - Ofsted 2014
4.11	Voters are given opportunities to understand how a wide range of cultural influences have shaped their own heritage	**Cultural:** Understanding & appreciating influences	SMSC - Ofsted 2014
4.12	Voters develop an ability to challenge their own cultural assumptions & values	**Cultural:** Understanding & respecting diversity	SMSC - Ofsted 2014
4.13	Voters can identify the cultural influences that have helped shape their own heritage & behaviours	**Cultural:** Understanding & respecting diversity	SMSC - Ofsted 2014
4.14	Schools audit the quality & nature of opportunities for voters to extend their cultural development	**Cultural:** Understanding & respecting diversity	SMSC - Ofsted 2014

	Prevent Strategy	
Criteria	Description	Framework
5.1	Schools provide a safe place to discuss and debate topical & controversial issues affecting young people	**Prevent Strategy:** HM Government (2007-present)
5.2	Voters can influence and participate in decision-making on issues affecting them in their society	**Prevent Strategy:** HM Government (2007-present)
5.3	Voters can participate in decision-making within their own school environment	**Prevent Strategy:** HM Government (2007-present)
5.4	Voters can express their views and appreciate the impact their views can have on others	**Prevent Strategy:** HM Government (2007-present)
5.5	Voters can discuss terrorism and the wider use of violence in a considered & informed way	**Prevent Strategy:** HM Government (2007-present)
5.6	Schools can facilitate understanding of wider societal issues and how we can exercise democracy to influence change	**Prevent Strategy:** HM Government (2007-present)
5.7	Voters should be given the platform to challenge Islamophobia, anti-Semitism & other prejudices	**Prevent Strategy:** HM Government (2007-present)
5.8	Voters should use safe-to-learn anti-bullying strategies to minimise hate- & prejudice-based bullying	**Prevent Strategy:** HM Government (2007-present)
5.9	Voters should know how to challenge extremist narratives and promote universal rights	**Prevent Strategy:** HM Government (2007-present)

5.10	Voters should develop questioning skills & techniques to open up debate in a safe way	**Prevent Strategy:** HM Government (2007-present)
5.11	Voters should feel confident to discuss honestly a plurality of views	**Prevent Strategy:** HM Government (2007-present)
5.12	Schools should allow voters to debate fundamental moral & human rights principles	**Prevent Strategy:** HM Government (2007-present)
5.13	Schools should promote open & respectful dialogue	**Prevent Strategy:** HM Government (2007-present)
5.14	Model participatory and representative democracy by engaging and examining views expressed	**Prevent Strategy:** HM Government (2007-present)
5.15	Encourage voters as citizens to support the vulnerable and to use democratic & lawful vehicles for protest	**Prevent Strategy:** HM Government (2007-present)
5.16	Help voters to develop the skills needed to evaluate effectively and discuss potentially controversial issues	**Prevent Strategy:** HM Government (2007-present)
5.17	Use spaces for voters to discuss openly issues that concern them, including exploring their own identities & how these relate to the diversity of the society in which they live	**Prevent Strategy:** HM Government (2007-present)
5.18	Give voters a safe place to respond to current events that will challenge their beliefs	**Prevent Strategy:** HM Government (2007-present)

	Promoting Fundamental British Values	
Criteria	Description	Framework
6.1	Voters should gain an understanding of how citizens can influence decision-making through the democratic process.	**Promoting Fundamental British Values:** November 2014
6.2	Voters should have an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing & safety	**Promoting Fundamental British Values:** November 2014
6.3	Voters should understand that there is a separation of power between the executive & the judiciary (e.g. police answerable to Parliament)	**Promoting Fundamental British Values:** November 2014
6.4	Voters should understand that the freedom to choose and hold other faiths & beliefs is protected in law	**Promoting Fundamental British Values:** November 2014
6.5	Voters should accept that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, not discriminated against	**Promoting Fundamental British Values:** November 2014
6.6	Voters should have an understanding of the importance of identifying and combatting discrimination	**Promoting Fundamental British Values:** November 2014
6.7	Understand the strengths, weaknesses, advantages & disadvantages of democracy, and how democracy & the law works in Britain, in contrast to other forms of government in other countries	**Promoting Fundamental British Values:** November 2014

6.8	Ensure that all voters within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by voters	**Promoting Fundamental British Values:** November 2014
6.9	Voters should experience elections that provide them with the opportunity to learn how to argue and defend points of view	**Promoting Fundamental British Values:** November 2014
6.10	Schools should use teaching resources from a wide variety of sources to help voters understand a range of faiths	**Promoting Fundamental British Values:** November 2014
6.11	Schools should consider the role of extra-curricular activity, including any run directly by voters, in promoting fundamental British Values	**Promoting Fundamental British Values:** November 2014