



HEALTHY & HAPPY : self awareness, mental health & emotional wellbeing, healthy lifestyles, drugs, alcohol & tobacco, managing risk and personal safety. Puberty & sexual health.

MORAL & ETHICAL: positive relationships, relationship values, respectful relationships, consent, contraception & parenthood, bullying, abuse & discrimination. Social influences.

GLOBAL & RESPONSIBLE: learning skills, choices & pathways, work & career, employment rights & responsibilities, financial choices, esafety.

CORE THEME 1: HEALTHY & HAPPY

SELF AWARENESS		Where and when do we learn this?
<p>KS3</p> <p>H1. how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing</p> <p>H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)</p> <p><i>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</i></p> <p>H4. simple strategies to help build resilience to negative opinions, judgements and comments</p> <p>H5. to recognise and manage internal and external influences on decisions which affect health and wellbeing</p>	<p>KS4</p> <p>H1. to accurately assess their areas of strength and development, and where appropriate, act upon feedback</p> <p>H2. how self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this</p> <p>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</p> <p>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</p>	<ul style="list-style-type: none"> • Heathfield learner • Yr 7 pinkery • Yr 7 induction days • All years school nurse (Thursday lunchtime) • Colour me calm (targeted intervention) • Lego club (targeted intervention) • “who am I” unit yr 7 RPE • English yr 9- preparing for life in modern Britain. Pupils explore contemporary issues • Forest school (targeted intervention) • Ap1 & Ap2 (all years assessment and reporting home) • Weekly conversations with tutor around class charts / RTL warnings (all years) • <i>w/s 27th Sept, 17th Jan, 28th march, 16th May all years assembly on positive mental health</i> • Monday 29/11/21. Steph Jeffry KS3 workshop on mental health • Monday 29/11/21. yr 10 work shop on media, toxic masculinity • Monday 29/11/21. yr 11 workshop on self reflection and planning for the future

MENTAL HEALTH & EMOTIONAL WELLBING		Where and when do we learn this?
<p>KS3</p> <p>H6. how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary</p> <p>H7. the characteristics of mental and emotional health and strategies for managing these</p> <p>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</p> <p>H9. strategies to understand and build resilience, as well as how to respond to disappointments and setbacks</p> <p>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</p>	<p>KS4</p> <p>H5. the characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people’s mental health</p> <p>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</p> <p>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</p> <p>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.</p> <p>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).]</p> <p>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</p> <p>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).]</p> <p>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 Healthy lifestyles Health-related decisions</p>	<ul style="list-style-type: none"> • All years school nurse (Thursday lunchtime) • Mental health first aid • SEMH interventions • SEMH lead • All years assembly w/starting 28th march Safeguarding- Focus = pornography, exploitation • All years assembly w/starting 16th May Safeguarding- Focus = bereavement • Colour me calm (targeted intervention) • Lego club (targeted intervention) • Weekly conversations with tutor around class charts / RTL warnings (all years) • w/s 27th Sept, 17th Jan, 28th march, 16th May all years assembly on positive mental health

HEALTHY LIFESTYLES		Where and when do we learn this?																									
<p>KS3</p> <p>H13. the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities</p> <p>H14. the benefits of physical activity and exercise for physical and mental health and wellbeing</p> <p>H15. the importance of sleep and strategies to maintain good quality sleep</p> <p>H16. to recognise and manage what influences their choices about physical activity</p> <p>H17. the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices</p> <p>H18. what might influence decisions about eating a balanced diet and strategies to manage eating choices</p> <p>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.</p> <p>H20. strategies for maintaining personal hygiene, including oral health, and prevention of infection</p>	<p>KS4</p> <p>H11. to make informed lifestyle choices regarding sleep, diet and exercise</p> <p>H12. the benefits of having a balanced approach to spending time online</p> <p><u>H13. to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical and mental health</u></p> <p><u>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</u></p> <p>H15. the purpose of blood, organ and stem cell donation for individuals and society</p> <p>H16. how to take increased personal responsibility for maintaining and monitoring health including cancer prevention, screening and self-examination</p> <p>H17. to assess and manage risks associated with cosmetic & aesthetic procedures, including tattooing, piercings and the use of sunbeds</p> <p>H18. the ways in which industries and advertising can influence health and harmful behaviours (Liaise with the science department regarding the teaching of the science of blood,</p>	<ul style="list-style-type: none"> • Matt Dickinson visit • PE speak like a sports scientist" • Duke of Edinburgh & Ten torrs- yr 9 & 10 (largest teams in Somerset schools) • DT cooking competitions across KS3 & 4 • DT yr 8 nutrition unit • Sports ambassadors- Heathfield pupils organise and run competitions for primary pupils • After school sports cubs • Ski trip • Mental health, disease, BMI etc are in Science KS3 SoWs • Assembly all years w/s 17th Jan Safeguarding- revisit PSHE 1. Focus- knife crime, FGM • Yr 9 1st aid day w/s 27th June • w/s 7th & 14th Feb assembly all years on safety • w/s 27th Sept, 17th Jan, 28th march, 16th May all years assembly on positive mental health <p>Activities week 19th, 20th, 21st & 22nd July</p> <table border="1"> <thead> <tr> <th></th> <th>7</th> <th>8</th> <th>9</th> <th>10</th> </tr> </thead> <tbody> <tr> <td>Day 1</td> <td>Walk / yoga</td> <td>Junk orchestra</td> <td>Group art work</td> <td>Circus skills</td> </tr> <tr> <td>Day 2</td> <td>Junk orchestra</td> <td>Walk / yoga</td> <td>Important cinema</td> <td>Arts enrichment</td> </tr> <tr> <td>Day 3</td> <td>Group artwork</td> <td>Circus skills</td> <td>Junk orchestra</td> <td>Arts enrichment</td> </tr> <tr> <td>Day 4</td> <td>Circus skills</td> <td>Group artwork</td> <td>Walk / yoga</td> <td>Important cinema</td> </tr> </tbody> </table>		7	8	9	10	Day 1	Walk / yoga	Junk orchestra	Group art work	Circus skills	Day 2	Junk orchestra	Walk / yoga	Important cinema	Arts enrichment	Day 3	Group artwork	Circus skills	Junk orchestra	Arts enrichment	Day 4	Circus skills	Group artwork	Walk / yoga	Important cinema
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<p>H21. how to access health services when appropriate</p> <p>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</p>	<p>organ and stem cell donation)</p>	
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DRUGS, ALCOHOL, TOBACCO		Where and when do we learn this?
<p>KS3</p> <p>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</p> <p>H24. to evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use</p> <p>H25. strategies to manage a range of influences on drug, alcohol and tobacco use, including peers</p> <p>H26. information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use</p> <p>H27. the personal and social risks and consequences of substance use and misuse including occasional use</p> <p>H28. the law relating to the supply, use and misuse of legal and illegal substances</p> <p>H29. about the concepts of dependence and addiction including awareness of help to overcome addictions</p>	<p>KS4</p> <p>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</p> <p>H20. wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle</p> <p>H21. to identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking cessation</p>	<ul style="list-style-type: none"> All years school nurse (Thursday lunchtime) Yr 8 science unit on Drugs, alcohol and their affects Yr 7, 8 & 9 Steph Jeffry Yr 9 SAV Yr 7 sex ed (puberty) workshops inc consent / pornography Yr 10 consent, we're all invited, toxic masculinity, embrace film All year's assembly w/starting 28th march Safeguarding- Focus = pornography, exploitation Yr 7-10 Paul Hanneford workshop on drugs, gangs, addiction We are what we eat- Healthy lifestyles, tues 28th June 2022

MANAGING RISK & PERSONAL SAFETY		Where and when do we learn this?
<p>KS3</p> <p>H30. how to identify risk and manage personal safety in increasingly independent situations, including online</p> <p>H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety</p>	<p>KS4</p> <p>H22. ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online</p> <p>H23. strategies for identifying risky and emergency situations, including online; ways to manage these and get</p>	<ul style="list-style-type: none"> Yr 8 road safety, police & county lines Health & safety elements to practicals in science, DT & performing arts All years assembly w/s 18th October Attendance- why being in school matters

<p>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</p> <p>H33. how to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators</p>	<p>appropriate help, including where there may be legal consequences (e.g. drugs and alcohol, violent crime and gangs)</p> <p>H24. to increase confidence in performing emergency first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators</p> <p>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</p> <p>Puberty and sexual health Sexual health and fertility</p>	<ul style="list-style-type: none"> w/s 27th Sept, 17th Jan, 28th March, 16th May all years assembly on positive mental health We are what we eat- Healthy lifestyles, tues 28th June 2022 Yr 9 1st aid day w/s 27th June Yr 7, 8 & 9 Steph Jeffry Yr 9 SAV Yr 7-10 Paul Hanneford workshop on drugs, gangs, addiction Safety TEAM for all pupils w/s 7th & 14th Feb assembly all years on esafety
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PUBERTY & SEXUAL HEALTH		Where and when do we learn this?
<p>H34. strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing</p> <p>H35. about the purpose, importance and different forms of contraception; how and where to access contraception and advice (see also Relationships)</p> <p>H36. that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs)</p>	<p>H26. the different types of intimacy — including online — and their potential emotional and physical consequences (both positive and negative)</p> <p>H27. about specific STIs, their treatment and how to reduce the risk of transmission</p> <p>H28. how to respond if someone has, or may have, an STI (including ways to access sexual health services)</p> <p>H29. to overcome barriers, (including embarrassment, myths and misconceptions) about sexual health and the use of sexual health services</p> <p>H30. about healthy pregnancy and how lifestyle choices affect a developing foetus</p> <p>H31. that fertility can vary in all people, changes over time (including menopause) and can be affected by STIs and other lifestyle factors</p> <p>H32. about the possibility of miscarriage and support available to people who are not able to conceive or maintain a pregnancy</p> <p>H33. about choices and support available in the event of an unplanned pregnancy, and how to access appropriate help and advice</p>	<ul style="list-style-type: none"> eSafety TEAM for all pupils w/s 7th & 14th Feb assembly all years on esafety 7: sex ed (puberty), consent, pornography, exploitation . Monday 29th November 10: consent, we're all invited, toxic masculinity, social media, embrace film. Monday 29th November Mental health, disease, BMI etc are in Science KS3 SoWs Assembly all years w/s 17th Jan Safeguarding-revisit PSHE 1. Focus-knife crime, FGM Yr 9 1st aid day w/s 27th June

CORE THEME 2: MORAL & ETHICAL

POSITIVE RELATIONSHIPS		Where and when do we learn this?
<p>R1. about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them</p>	<p>R1. the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality</p> <p>R2. the role of pleasure in intimate relationships</p>	<ul style="list-style-type: none"> Families is a theme through all MFL units RPE topics explore attitudes towards family and social issues eSafety TEAM for all pupils

<p>R2. indicators of positive, healthy relationships and unhealthy relationships, including online</p> <p>R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation</p> <p>R4. the difference between biological sex, gender identity and sexual orientation</p> <p>R5. to recognise that sexual attraction and sexuality are diverse</p> <p>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</p> <p>R7. how the media portrays relationships and the potential impact of this on people's expectations of relationships</p> <p>R8. that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex</p>	<p>R3. to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary</p> <p>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</p> <p>R5. the legal rights, responsibilities and protections provided by the Equality Act 2010</p> <p>R6. about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them</p> <p>R7. strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed</p> <p>R8. to understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours</p> <p>Relationship values</p>	<ul style="list-style-type: none"> w/s 7th & 14th Feb assembly all years on esafety All years assembly w/s 8th sept, 13th sept, 20th sept, 5th Jan, 24th April: Being part of the Heathfield community Yr 7 sex ed (puberty) workshops inc consent / pornography Yr 10 consent, we're all invited, toxic masculinity, embrace film All year's assembly w/starting 28th march Safeguarding- Focus = pornography, exploitation <p>TUTORIAL READING</p> <ul style="list-style-type: none"> 7 Hunger games (themes =female protagonist, quality, human rights) 8- where the river runs gold (themes= family, environment, poverty, human rights) 9- Curious incident of the dog at night time 7- Goldfish boy (themes= OCD, society, being judgemental) 8- we are all made of molecules (themes= family, homophobia, unlikely heroes) 9- Hatchet (themes= survival, environment) Yr 7- stig of the dump (themes= friendship, environment) Yr 8- Refugee boy (themes = racism, equality, refugee crisis, family) Yr 9- to kill a mockingbird (themes= racism, equality, human rights, justice, classic literature)
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RELATIONSHIP VALUES		Where and when do we learn this?
<p>R9. to clarify and develop personal values in friendships, love and sexual relationships</p> <p>R10. the importance of trust in relationships and the behaviours that can undermine or build trust</p> <p>R11. to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships</p> <p>R12. that everyone has the choice to delay sex, or to enjoy intimacy without sex</p>	<p>R9. to recognise, clarify and if necessary, challenge their own values and understand how their values influence their decisions, goals and behaviours</p> <p>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</p>	<ul style="list-style-type: none"> All years assembly w/s 8th sept, 13th sept, 20th sept, 5th Jan, 24th April: Being part of the Heathfield community Yr 7 sex ed (puberty) workshops inc consent / pornography Yr 10 consent, we're all invited, toxic masculinity, embrace film All year's assembly w/starting 28th march Safeguarding- Focus = pornography, exploitation TUTORIAL READING

RESPECTFUL RELATIONSHIPS		Where and when do we learn this?
<p>R13. <u>how to safely and responsibly form, maintain and manage</u> positive relationships, including online</p> <p>R14. <u>the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships</u> (including in school and wider society, family and friendships, including online)</p> <p>R15. <u>to further develop and rehearse the skills of team working</u></p> <p>R16. <u>to further develop the skills of active listening, clear communication, negotiation and compromise</u></p> <p>R17. <u>strategies to identify and reduce risk from people online that they do not already know; when and how to access help</u></p> <p>R18. <u>to manage the strong feelings that relationships can cause (including sexual attraction)</u></p> <p>R19. <u>to develop conflict management skills and strategies to reconcile after disagreements</u></p> <p>R20. <u>to manage the influence of drugs and alcohol on decision-making within relationships and social situations</u></p> <p>R21. <u>how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships</u></p> <p>R22. <u>the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support</u></p> <p>R23. <u>the services available to support healthy relationships and manage unhealthy relationships, and how to access them</u></p>	<p>R11. <u>strategies to manage the strong emotions associated with the different stages of relationships</u></p> <p>R12. <u>to safely and responsibly manage changes in personal relationships including the ending of relationships</u></p> <p>R13. <u>ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them</u></p> <p>R14. <u>the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks</u></p> <p>R15. <u>the legal and ethical responsibilities people have in relation to online aspects of relationships</u></p> <p>R16. <u>to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help</u></p> <p>R17. <u>ways to access information and support for relationships including those experiencing difficulties</u></p>	<p>English yr 9- preparing for life in modern Britain. Pupils explore contemporary issues</p> <p>Duke of Edinburgh- yr 9 & 10</p> <p>All years Assemblies w/s starting 13th & 20th September: Being part of the Heathfield community</p> <p>All years assembly w/s 8th Nov remembrance</p> <p>All years Assemblies w/s starting 26th april: Being part of the Heathfield community revisited</p> <ul style="list-style-type: none"> All years assembly w/s 8th sept, 13th sept, 20th sept, 5th Jan, 24th April: Being part of the Heathfield community Yr 7 sex ed (puberty) workshops inc consent / pornography Yr 10 consent, we're all invited, toxic masculinity, embrace film All year's assembly w/starting 28th march Safeguarding- Focus = pornography, exploitation TUTORIAL READING All year assembly w/s 16th May- loss /bereavement. Safeguarding assemblies eSafety TEAM for all pupils w/s 7th & 14th Feb assembly all years on safety Steph Jeffry / paul hanneford / SAV

Consent		Where and when do we learn this?
<p>R24. <u>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</u></p> <p>R18. <u>about the concept of consent in maturing relationships</u></p> <p>R25. <u>about the law relating to sexual consent</u></p>	<p>R19. <u>about the impact of attitudes towards sexual assault and to challenge victim blaming, including when abuse occurs online</u></p> <p>R20. <u>to recognise the impact of drugs and alcohol on choices and sexual behaviour</u></p> <p>R21. <u>the skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple</u></p>	<p>Where and when do we learn this?</p> <ul style="list-style-type: none"> Yr 7 sex ed (puberty) workshops inc consent / pornography Yr 10 consent, we're all invited, toxic masculinity, embrace film All year's assembly w/starting 28th march Safeguarding- Focus = pornography, exploitation TUTORIAL READING All years. X3 Safeguarding assemblies eSafety TEAM for all pupils w/s 7th & 14th Feb assembly all years on safety

<p>R26. how to seek, give, not give and withdraw consent (in all contexts, including online)</p> <p>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</p> <p>R28. to gauge readiness for sexual intimacy</p> <p>R29. the impact of sharing sexual images of others without consent</p> <p>R30. how to manage any request or pressure to share an image of themselves or others, and how to get help</p> <p>R31. that intimate relationships should be pleasurable</p>	<p>R22. to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences</p>	
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<p>CONTRACEPTION & PARENTHOOD</p>		<p>Where and when do we learn this?</p>
<p>R32. the communication and negotiation skills necessary for contraceptive use in healthy relationships (see also 'Health')</p> <p>R33. the risks related to unprotected sex</p> <p>R34. the consequences of unintended pregnancy, sources of support and the options available</p> <p>R35. the roles and responsibilities of parents, carers and children in families</p> <p>R36. the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children</p>	<p>R23. how to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner</p> <p>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</p> <p>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</p> <p>R26. the reasons why people choose to adopt/foster children</p> <p>R27. about the current legal position on abortion and the range of beliefs and opinions about it</p>	<ul style="list-style-type: none"> • Yr 8 & yr 10 science lessons explores the science of reproduction and linked ethical questions. RPE discuss abortion & different perspectives on it • Yr 7 sex ed (puberty) workshops inc consent / pornography • Yr 10 consent, we're all invited, toxic masculinity, embrace film • All year's assembly w/starting 28th march Safeguarding- Focus = pornography, exploitation • TUTORIAL READING • All years. X3 Safeguarding assemblies • eSafety TEAM for all pupils w/s 7th & 14th Feb assembly all years on safety

<p>BULLYING, ABUSE & DISCRIMINATION</p>		<p>Where and when do we learn this?</p>
<p>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</p> <p>R28. to recognise when others are using manipulation, persuasion or coercion and how to respond</p>	<p>R29. the law relating to abuse in relationships, including coercive control and online harassment</p> <p>R30. to recognise when a relationship is abusive and strategies to manage this</p> <p>R31. the skills and strategies to respond to exploitation, bullying, harassment and control in relationships</p> <p>R32. about the challenges associated with getting help in domestic abuse situations of all kinds; the importance of</p>	<ul style="list-style-type: none"> • curriculum: ○ English yr 9- preparing for life in modern Britain. Pupils explore contemporary issues ○ MFL - Challenging Stereotypes and embarrassing differences - Year 7 ○ Music - World Music - Year 8 (Social context) ○ Humanities - Prejudice - Year 9 ○ Humanities - Japan / Stereotypes - Year 9 • TUTORIAL READING

<p>R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied</p> <p>R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships</p> <p>R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice</p> <p>R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online</p>	<p>doing so; sources of appropriate advice and support, and how to access them</p> <p>R33. The law relating to ‘honour’-based violence and forced marriage; the consequences for individuals and wider society and ways to access support</p> <p>R34. strategies to challenge all forms of prejudice and discrimination</p>	<ul style="list-style-type: none"> • All years. X3 Safeguarding assemblies • All years assembly w/s 15th Nov anti bullying week- odd socks day • All years assembly starting 4th October Black History month • Assembly all years w/s 31st Jan LGBT History month • Assembly all years w/s 7th march International woman’s day • eSafety TEAM for all pupils w/s 7th & 14th Feb assembly all years on safety • Yr 7 sex ed (puberty) workshops inc consent / pornography • Yr 10 consent, we’re all invited, toxic masculinity, embrace film • All year’s assembly w/starting 28th march Safeguarding- Focus = pornography, exploitation
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<p>SOCIAL INFLUENCES</p>		<p>Where and when do we learn this?</p>
<p>R42. to recognise peer influence and to develop strategies for managing it, including online</p> <p>R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support</p> <p>R44. that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this</p> <p>R45. about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours</p> <p>R46. strategies to manage pressure to join a gang, exit strategies and how to access appropriate support</p> <p>R47. motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon</p>	<p>R35. to evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs</p> <p>R36. skills to support younger peers when in positions of influence</p> <p>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</p> <p>R38. factors which contribute to young people becoming involved in serious organised crime, including cybercrime</p>	<ul style="list-style-type: none"> • English yr 9- preparing for life in modern Britain. Pupils explore contemporary issues • All year’s assembly w/s 6th dec amnesty international assembly & human rights day. How can we make a difference? • Assembly all year’s w/s 24th Jan Global citizenship new year around the world • Yr 7, 8 & 9 Steph Jeffry • Yr 9 SAV • TUTORIAL READING • Yr 7-10 Paul Hanneford workshop on drugs, gangs, addiction • eSafety TEAM for all pupils w/s 7th & 14th Feb assembly all years on safety

CORE THEME 3: GLOBAL & RESPONSIBLE

LEARNING SKILLS		Where and when do we learn this?
<p>L1. study, organisational, research and presentation skills</p> <p>L2. to review their strengths, interests, skills, qualities and values and how to develop them</p> <p>L3. to set realistic yet ambitious targets and goals</p> <p>L4. the skills and attributes that employers value</p> <p>L5. the skills and qualities required to engage in enterprise</p> <p>L6. the importance and benefits of being a lifelong learner</p>	<p>L1. to evaluate and further develop their study and employability skills</p> <p>L2. to evaluate their own personal strengths and areas for development and use this to inform goal setting</p> <p>L3. how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability</p>	<ul style="list-style-type: none"> • Heathfield learner project across curriculum • 11: study skills. CV writing. Visualisation, action plan, the teenage mind • Assembly yr 11 w/starting 18th oct Yr 11 study skills/AP1 • Assembly yr 7-10 w/starting 18th oct • Assembly w/s 22nd Nov yr 10 study skills AP1 • Assembly w/s 6th dec all years reading • Assembly w/s 10th jan Yr 9 study skills/AP1 year heathfield learner 7,8,10,11 • Assembly w/s 7th feb yr 8 s study skills AP1 • Assembly w/s 14th feb study skills AP2 yr 11 • Assembly w/s 4th April. World book day • Assembly w/s 9th may Heathfield learner • Assembly w/s 23rd may Yr 10 & 11 study skills/AP2

CHOICES & PATHWAYS		Where and when do we learn this?
<p>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</p> <p>L8. about routes into work, training and other vocational and academic opportunities, and progression routes</p> <p>L9. the benefits of setting ambitious goals and being open to opportunities in all aspects of life</p> <p>L10. to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations</p>	<p>L4. about the range of opportunities available to them for career progression, including in education, training and employment</p> <p>L5. about the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities</p> <p>L6. about the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities</p>	<ul style="list-style-type: none"> • Brilliant club • Eco club • Pride club • Librarians • Tacchi • Summer school • 10 Torrs • D of E • Read for your school • All years assembly w/s 1st Nov celebration • All years assembly w/s 13th dec celebration • TUTORIAL READING

WORK & CAREER		Where and when do we learn this?
<p>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</p> <p>L12. about different work roles and career pathways, including clarifying their own early aspirations</p>	<p>L7. about the labour market, local, national and international employment opportunities</p> <p>L8. about employment sectors and types, and changing patterns of employment</p> <p>L9. to research, secure and take full advantage of any opportunities for work experience that are available</p> <p>L10. to develop their career identity, including</p>	<ul style="list-style-type: none"> • Front of House - TMAC - Drama/Dance • RE - Charity - Fair Trade - Martin Luther King Day • History - Entrepreneurs Blind Date • Music - Careers in Music - Year 9 • DT - Wildlife Shelter

	<p>values in relation to work, and how to maximise their chances when applying for education or employment opportunities</p> <p>L11. the benefits and challenges of cultivating career opportunities online</p> <p>L12. strategies to manage their online presence and its impact on career opportunities</p>	<ul style="list-style-type: none"> • Maths - Cube Project • DT - Eight Project / Chocolate Box • Across the Curriculum • Art – plan all their own final outcomes • Pupil Passports • Crash Timetable - Enterprise - Year 8 • Humanities - Fair Trade - Year 9 • DT - Chocolate Box - Year 7 • Maths - Percentages, VAT, Moving Averages, Profit & Loss • Drama/Dance - Trainers - Year 8 • RE - Voluntary work / charities • PE - Funding, Coaches/Volunteers • Art - Exhibition Plans • Music - Lots of participation in voluntary groups • Drama/Dance • Sports ambassadors- Heathfield pupils organise and run competitions for primary pupils • 11 KS5 transition taster day w/s 28th march
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EMPLOYMENT RIGHTS & RESPONSIBILITIES		Where and when do we learn this?
<p>L13. about young people's employment rights and responsibilities</p> <p>L14. to manage emotions in relation to future employment</p>	<p>L13. the skills and attributes to manage rights and responsibilities at work including health and safety procedures</p> <p>L14. about confidentiality in the workplace, when it should be kept and when it might need to be broken</p> <p>L15. about the unacceptability and illegality of discrimination and harassment in the workplace, and how to challenge it</p>	<p>curriculum</p> <ul style="list-style-type: none"> ○ Drama - Declaration of rights of a child ○ Humanities - Human Rights / Community - Year 8 ○ Humanities - Chartists / Peterloo - Year 9 ○ DT - Packaging ○ English - Holocaust - Year 7 ○ English - WW1 Poetry Propaganda - Year 9 ○ English - Village People - Year 7 • Yr 10 Careers day w/s 27th June

FINANCIAL CHOICES		Where and when do we learn this?
<p>L15. to assess and manage risk in relation to financial decisions that young people might make</p> <p>L16. about values and attitudes relating to finance, including debt</p> <p>L17. to manage emotions in relation to money</p> <p>L18. to evaluate social and moral dilemmas about the use of money,</p>	<p>L16. how to effectively budget, including the benefits of saving</p> <p>L17. how to effectively make financial decisions, including recognising the opportunities and challenges involved in taking financial risks</p> <p>L18. to recognise and manage the range of influences on their financial decisions</p>	<ul style="list-style-type: none"> • Across the Curriculum ○ DT - Eight Project / Chocolate Box ○ Art – plan all their own final outcomes ○ Maths - Percentages, VAT, Moving Averages, Profit & Loss ○ Geography- the trading game ○ Maths - Finance Project - Year 9 • Tues 28th June PSHE day, yr 8, we are what we eat

<p>including the influence of advertising and peers on financial decisions</p> <p>L19. to recognise financial exploitation in different contexts e.g. drug and money mules, online scams</p>	<p>L19. to access appropriate support for financial decision-making and for concerns relating to money, gambling, and consumer rights</p> <p>L20. the skills to challenge or seek support for financial exploitation in different contexts including online</p> <p>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</p>	<p>/ healthy lifestyles / financial choices</p>
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esafety		Where and when do we learn this?
<p>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</p> <p>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</p> <p>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</p> <p>L23. to recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views</p> <p>L24. to understand how the way people present themselves online can have positive and negative impacts on them</p> <p>L25. to make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them</p> <p>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</p> <p>L27. to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms</p>	<p>L22. that there are positive and safe ways to create and share content online and the opportunities this offers</p> <p>L23. strategies for protecting and enhancing their personal and professional reputation online</p> <p>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</p> <p>L25. how personal data is generated, collected and shared, including by individuals, and the consequences of this</p> <p>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</p> <p>L27. strategies to critically assess bias, reliability and accuracy in digital content</p> <p>L28. to assess the causes and personal consequences of extremism and intolerance in all their forms</p> <p>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</p>	<p>Where and when do we learn this?</p> <ul style="list-style-type: none"> ○ Safer somerset media competition ○ ESafety TEAM for all pupils ○ w/s 7th & 14th Feb assembly all years on esafety