



## KS4 CPSHE & RSE Curriculum Overview

- The KS4 CPHSE&RSE curriculum supports pupils to be healthy, safe and prepared for modern life.
- CPSHE incorporates Citizenship, Personal, Social, Health and Economic Education, *including opportunities to promote* Fundamental British Values (FBV).
- RSE incorporates Relationships and Sex Education and is delivered to pupils in accordance with their chronological (or their emotional development age in accordance with identified SEND needs).
- It is taught through the PSHE Association Scheme of work and resources designed by The National Body for Personal, Social, Health and Economic (PSHE) education. It is delivered with **political impartiality** and in accordance with the school's obligations contained in **The Equality Act 2010**.

Year/Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Yr10</b>	<b>Health and Wellbeing1:</b>	<b>Living in the Wider World 1:</b>	<b>Relationships and Sex Education (RSE)1:</b>	<b>Health and Wellbeing2:</b>	<b>Living in the Wider World 2:</b>	<b>Relationships and Sex Education (RSE) 2:</b>
<b>Themes</b>	<ul style="list-style-type: none"> <li>• Self-concept</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Skills</li> <li>• Choices and Pathways</li> </ul>	<ul style="list-style-type: none"> <li>• Positive relationships</li> <li>• Relationship Values</li> </ul>	<ul style="list-style-type: none"> <li>• Emotional health &amp; Wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• Work and Career</li> <li>• Employment Rights and Responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Forming and maintaining respectful relationships</li> <li>• Consent</li> </ul>
<b>Yr11</b>	<b>Health and Wellbeing1:</b>	<b>Living in the Wider World 1:</b>	<b>Relationships and Sex Education (RSE)1:</b>	<b>Living in the Wider World 2:</b>	<b>Relationships and Sex Education (RSE) 2:</b>	<b>Relationships and Sex Education (RSE) 3:</b>
<b>Themes</b>	<ul style="list-style-type: none"> <li>• Health-related decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Financial Choices</li> </ul>	<ul style="list-style-type: none"> <li>• Contraception and Parenthood</li> </ul>	<ul style="list-style-type: none"> <li>• Media Literacy and Digital Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Bullying, abuse and discrimination</li> </ul>	<ul style="list-style-type: none"> <li>• Social influences</li> </ul>



# Clarity Independent School

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<b>Yr10</b>	<b>Health and Wellbeing 1:</b>	<b>Living in the Wider World 1:</b>	<b>Relationships and Sex Education (RSE)1:</b>	<b>Health and Wellbeing2:</b>	<b>Living in the Wider World 2:</b>	<b>Relationships and Sex Education (RSE) 2:</b>
<b>Themes</b>	<ul style="list-style-type: none"> <li>Self-concept</li> </ul>	<ul style="list-style-type: none"> <li>Learning Skills</li> <li>Choices and Pathways</li> </ul>	<ul style="list-style-type: none"> <li>Positive relationships</li> <li>Relationship Values</li> </ul>	<ul style="list-style-type: none"> <li>Emotional health &amp; Wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>Work and Career</li> <li>Employment Rights and Responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>Forming and maintaining respectful relationships</li> <li>Consent</li> </ul>
<b>What students will learn</b>	<p><b>H1.</b> to accurately assess their areas of strength and development, and where appropriate, act upon feedback</p> <p><b>H2.</b> 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><b>H3.</b> how different media portray idealised and artificial body shapes; how this influences body satisfaction and body image and how to critically appraise what</p>	<p><b>L1.</b> to evaluate and further develop their study and employability skills</p> <p><b>L2.</b> to evaluate their own personal strengths and areas for development and use this to inform goal setting</p> <p><b>L3.</b> how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability</p> <p><b>L4.</b> about the range of opportunities available to them for career progression, including in education, training and employment</p>	<p><b>R1.</b> the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality</p> <p><b>R2.</b> the role of pleasure in intimate relationships, including orgasms</p> <p><b>R3.</b> to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary</p> <p><b>R4.</b> the importance of stable, committed relationships, including the rights and protections provided within legally</p>	<p><b>H5.</b> the characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people's mental health</p> <p><b>H6.</b> 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><b>H7.</b> a broad range of strategies – cognitive and practical – for promoting their own emotional wellbeing, for avoiding negative thinking and for ways of</p>	<p><b>L7.</b> about the labour market, local, national and international employment opportunities</p> <p><b>L8.</b> about employment sectors and types, and changing patterns of employment</p> <p><b>L9.</b> to research, secure and take full advantage of any opportunities for work experience that are available</p> <p><b>L10.</b> to develop their career identity, including values in relation to work, and how to maximise their chances when applying for education or</p>	<p><b>R11.</b> strategies to manage the strong emotions associated with the different stages of relationships</p> <p><b>R12.</b> to safely and responsibly manage changes in personal relationships including the ending of relationships</p> <p><b>R13.</b> ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them</p> <p><b>R14.</b> the opportunities and potential risks of establishing and</p>

	<p>they see and manage feelings about this</p> <p><b>H4.</b> 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</p>	<p><b>L5.</b> about the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities</p> <p><b>L6.</b> about the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities</p>	<p>recognised marriages and civil partnerships and the legal status of other long-term relationships</p> <p><b>R5.</b> the legal rights, responsibilities and protections provided by the Equality Act 2010</p> <p><b>R6.</b> about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them</p> <p><b>R7.</b> strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed</p> <p><b>R8.</b> to understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours</p>	<p>managing mental health concerns</p> <p><b>H8.</b> 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><b>H9.</b> 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 <i>[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</i></p>	<p>employment opportunities</p> <p><b>L11.</b> the benefits and challenges of cultivating career opportunities online <b>L12.</b> strategies to manage their online presence and its impact on career opportunities</p> <p><b>L13.</b> the skills and attributes to manage rights and responsibilities at work including health and safety procedures</p> <p><b>L14.</b> about confidentiality in the workplace, when it should be kept and when it might need to be broken</p> <p><b>L15.</b> about the unacceptability and illegality of discrimination and harassment in the workplace, and how to challenge it</p>	<p>conducting relationships online, and strategies to manage the risks</p> <p><b>R15.</b> the legal and ethical responsibilities people have in relation to online aspects of relationships</p> <p><b>R16.</b> to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help</p> <p><b>R17.</b> ways to access information and support for relationships including those experiencing difficulties</p> <p><b>R18.</b> about the concept of consent in maturing relationships</p> <p><b>R19.</b> about the impact of attitudes towards sexual assault and to challenge victim-blaming, including when abuse occurs online</p>
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			<p><b>R9.</b> to recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours</p> <p><b>R10.</b> 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>	<p><i>accounts of weight change).]</i></p> <p><b>H10.</b> how to recognise when they or others need help with their mental health and wellbeing; to explore and analyse ethical issues when peers need help; strategies and skills to provide basic support and identify and access the most appropriate sources of help</p>		<p><b>R20.</b> to recognise the impact of drugs and alcohol on choices and sexual behaviour</p> <p><b>R21.</b> the skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple</p> <p><b>R22.</b> to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences</p>
<b>Yr11</b>	<b>Health and Wellbeing1:</b>	<b>Living in the Wider World 1:</b>	<b>Relationships and Sex Education (RSE)1:</b>	<b>Living in the Wider World 2:</b>	<b>Relationships and Sex Education (RSE) 2:</b>	<b>Relationships and Sex Education (RSE) 3:</b>
<b>Themes</b>	Health-related decisions	<ul style="list-style-type: none"> <li>Financial Choices</li> </ul>	<ul style="list-style-type: none"> <li>Contraception and Parenthood</li> </ul>	<ul style="list-style-type: none"> <li>Media Literacy and Digital Skills</li> </ul>	<ul style="list-style-type: none"> <li>Bullying, abuse and discrimination</li> </ul>	<ul style="list-style-type: none"> <li>Social influences</li> </ul>
<b>What students will learn</b>	<b>H11.</b> to make informed lifestyle choices regarding sleep, diet and exercise <b>H12.</b> the benefits of having a	<b>L16.</b> how to effectively budget, including the benefits of saving <b>L17.</b> how to effectively make financial	<b>R23.</b> how to choose and access appropriate contraception (including emergency contraception) and	<b>L22.</b> that there are positive and safe ways to create and share content online and the opportunities this offers	<b>R28.</b> to recognise when others are using manipulation, persuasion or coercion and how to respond	<b>R35.</b> to evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations

	<p>balanced approach to spending time online</p> <p><b>H13.</b> to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical and mental health</p> <p><b>H14.</b> 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</p> <p><b>H15.</b> the purpose of blood, organ and stem cell donation for individuals and society<sup>1</sup></p> <p><b>H16.</b> how to take increased personal responsibility for maintaining and monitoring health including cancer prevention, screening and self-examination</p>	<p>decisions, including recognising the opportunities and challenges involved in taking financial risks</p> <p><b>L18.</b> to recognise and manage the range of influences on their financial decisions</p> <p><b>L19.</b> to access appropriate support for financial decision-making and for concerns relating to money, gambling, and consumer rights</p> <p><b>L20.</b> the skills to challenge or seek support for financial exploitation in different contexts including online</p> <p><b>L21.</b> 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>negotiate contraception use with a partner</p> <p><b>R24.</b> 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><b>R25.</b> 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><b>R26.</b> the reasons why people choose to adopt/foster children</p> <p><b>R27.</b> about the current legal position on abortion and the range of beliefs and opinions about it</p>	<p><b>L23.</b> strategies for protecting and enhancing their personal and professional reputation online</p> <p><b>L24.</b> 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><b>L25.</b> how personal data is generated, collected and shared, including by individuals, and the consequences of this</p> <p><b>L26.</b> 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><b>L27.</b> strategies to critically assess bias, reliability and accuracy</p>	<p><b>R29.</b> the law relating to abuse in relationships, including coercive control and online harassment</p> <p><b>R30.</b> to recognise when a relationship is abusive and strategies to manage this</p> <p><b>R31.</b> the skills and strategies to respond to exploitation, bullying, harassment and control in relationships</p> <p><b>R32.</b> 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</p> <p><b>R33.</b> The law relating to 'honour'-based violence and forced marriage; the consequences for individuals and wider society and ways to access support</p>	<p>involving weapons or gangs</p> <p><b>R36.</b> skills to support younger peers when in positions of influence</p> <p><b>R37.</b> 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><b>R38.</b> factors which contribute to young people becoming involved in serious organised crime, including cybercrime</p>
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	<p><b>H17.</b> to assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings and the use of sunbeds</p> <p><b>H18.</b> the ways in which industries and advertising can influence health and harmful behaviours</p>			<p>in digital content <b>L28.</b> to assess the causes and personal consequences of extremism and intolerance in all their forms</p> <p><b>L29.</b> 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><b>R34.</b> strategies to challenge all forms of prejudice and discrimination</p>	
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**\*NB: Please note the following changes to British Law:**

**The Marriage and Civil Partnership (Minimum Age) Act 2022** comes into force on Monday 27 February 2023. Under the previous law, people could legally enter a marriage or civil partnership at age 18, or 16 to 17 with parental or judicial consent. The 2022 Act raises the minimum marriage and civil partnership age to 18, removing all consent requirements.

This Act also extends existing forced marriage legislation, so it will be an offence to carry out any conduct causing a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion aren't used.

Marriage and forced marriage are taught as part RSE (Relationships and Sex Education) and will, therefore, now include the Marriage and Civil Partnership (Minimum Age) Act 2022. For school year 2022, this will be taught within each KS3 year to ensure all pupils are informed.