

### PSHE inc RSE Curriculum Map

The curriculum is designed to be well-balanced and gives rich opportunities. It promotes the spiritual, moral, cultural, mental and physical development of our students and prepares them for the opportunities, responsibilities and experiences of adult life. Our aim is to provide a curriculum that is highly effective in delivering outcomes that provide exceptionally well for all our students' needs. Our students will be widely educated, with experiences that include consideration of the best that humanity has produced: words, art, ideas, science. We aim to ensure that students leave the schools within The Castle Partnership Trust very well equipped for the next stage of their education, training or employment, and educated so that they enjoy life, live well and are decent human beings.

Central to our intent is the mapping of the knowledge that we want The Castle Students to know, remember and act upon. Mapping the curriculum ensures that knowledge is not attained by chance, instead it is planned, taught and sequenced so students receive age-appropriate knowledge, which builds in depth and sophistication as they progress through school. This maps the knowledge within PSHE, SMSC, Citizenship and the experiences in our universal enrichment offer.

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| Delivered through...        | Allocation  |
|-----------------------------|---|
| Specialist team             | 5-6 hours per year group per year.                                  |
| Tutors and EDs              | Weekly tutor time, Extended tutor times, Enrichment Days            |
| Elsewhere in the curriculum | Delivered through subjects like Citizenship, Computing, History etc |

| Composite   | In Yr 7 students will know   | In Yr 8 and 9 students will know  | In Yr 10 and 11 students will know   |
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| <b>Relationships</b>  |  |   |  |
| Consent<br>Specialist Team<br><br>Codes: <b>7C</b><br><b>8/9C</b><br><b>10/11C</b>                              | <ul style="list-style-type: none"> <li><b>7C1</b> Definition of consent</li> <li><b>7C2</b> Everyone has the right to refuse – touching, kissing, body and personal space</li> <li><b>7C3</b> Respect for decisions</li> <li><b>7C4</b> Examples of healthy relationships</li> <li><b>7C5</b> How to report</li> <li><b>7C6</b> Know what 'private' areas are.</li> <li><b>7C7</b> Consent with regard to nudes, linked to online safety.</li> <li><b>7C8</b> Overview of the law -&gt; nudes are illegal.</li> <li><b>7C9</b> Age of consent = 16</li> <li><b>7C10</b> Consent cannot be given below 13</li> <li><b>FBV</b>: The link to FBV- Individual liberty</li> </ul> | <ul style="list-style-type: none"> <li><b>8/9C1</b> Values and morals around consent</li> <li><b>8/9C2</b> Everyone has the right to refuse</li> <li><b>8/9C3</b> Types of sexual activity – through clothes, groping, up skirting, oral, penetration.</li> <li><b>8/9C4</b> How to report and support</li> <li><b>8/9C5</b> Examples from the media how consent has been broken. Nudes used as revenge porn.</li> <li><b>8/9C6</b> Consent – drugs &amp; alcohol affecting consent.</li> <li><b>8/9C7</b> The law in detail:               <ul style="list-style-type: none"> <li>18 - images</li> <li>16 - Age of consent (Below is statutory rape)</li> <li>13 – No consent can be given</li> </ul> </li> <li><b>8/9C8</b> What the sanctions and charges that can be applied in law.</li> <li><b>8/9C9</b> Legal conditions on adults in positions of responsibility</li> </ul> | <ul style="list-style-type: none"> <li><b>10/11C1</b> Refresher to remind &amp; build confidence</li> <li><b>10/11C2</b> Consent with regard to drugs &amp; alcohol – greater depth, details around date rape drugs, details around not having capacity once drunk.</li> <li><b>10/11C3</b> Revenge porn and the consequences on both parties.</li> <li><b>10/11C4</b> Signposting once students have left school</li> <li><b>10/11C5</b> How to deal with sexual harassment in the workplace</li> <li><b>10/11C6</b> Illegality of creating an AI generated pornographic image or film of another person without their knowledge or consent. <u>Creating sexually explicit deepfakes to become a criminal offence - BBC News</u></li> </ul> |
| Loss and bereavement<br>Specialist Team<br><br>Code <b>7L&amp;B</b><br><b>8/9L&amp;B</b><br><b>10/11L&amp;B</b> | <ul style="list-style-type: none"> <li><b>7L&amp;B1</b> What is loss</li> <li><b>7L&amp;B2</b> Recognising types of loss</li> <li><b>7L&amp;B3</b> How loss can make people feel</li> <li><b>7L&amp;B4</b> Understanding that different people respond to loss in different ways</li> <li><b>7L&amp;B5</b> Ways to cope with loss</li> <li><b>7L&amp;B6</b> Who to talk to</li> </ul>  | <ul style="list-style-type: none"> <li><b>8/9L&amp;B1</b> What is grief and bereavement</li> <li><b>8/9L&amp;B2</b> know the process and stages of grief and bereavement</li> <li><b>8/9L&amp;B3</b> Understand how grief/bereavement can affect people</li> <li><b>8/9L&amp;B4</b> Know ways of managing grief</li> <li><b>8/9L&amp;B5</b> Know how to access support for grief and bereavement</li> </ul>   | <ul style="list-style-type: none"> <li><b>10/11L&amp;B1</b> Know and understand why relationships can break down</li> <li><b>10/11L&amp;B2</b> know the effects of change in relationships – loss, separation, divorce and bereavement</li> <li><b>10/11L&amp;B3</b> Able to recognise the stages of grief and bereavement in people's behaviour</li> <li><b>10/11L&amp;B4</b> know strategies for managing changing relationships</li> <li><b>10/11L&amp;B5</b> know where to access support</li> </ul>   |

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| <p>Sexual education Specialist Team</p> <p>Codes: 7SE<br/>8&amp;9SE<br/>10&amp;11SE</p> | <ul style="list-style-type: none"> <li>• 7SE1 Positive relationships and personal values of friendship.</li> <li>• 7SE2 Different family types – role of families and stable relationships</li> <li>• 7SE3 Difference between biological sex, gender identity and sexual orientation</li> <li>• 7SE4 Navigating relationships through compromise and negotiation, developing skills to manage conflict.</li> <li>• 7SE5 To be able to navigate loss and break down relationships.</li> <li>• 7SE6 Laws around sexual consent</li> <li>• 7SE7 What menstruation is and how to deal with its occurrence. - also in science</li> </ul> | <ul style="list-style-type: none"> <li>• 8&amp;9SE1 To look at the personal values in sexual relationships.</li> <li>• 8&amp;9SE2 To evaluate trust in relationships.</li> <li>• 8&amp;9SE3 To understand sexual attraction and different sexualities are diverse.</li> <li>• 8&amp;9SE4 Are you ready for sexual relationships?</li> <li>• 8&amp;9SE5 The responsibility of contraception and the risks of unprotected sex. Knowledge of the main types of contraception, how to use these and where to find them.</li> <li>• 8&amp;9SE6 To know how the media portrays relationships.</li> <li>• 8&amp;9SE7 To know the dangers of online relationships</li> <li>• 8&amp;9SE8 Being aware of your body and changes that may occur.</li> <li>• 8&amp;9SE9 Be aware of the choices around birth control and the choices around delivery during labour</li> <li>• 9&amp;10SE10 To know that there is legal responsibility that come with parenthood and how these affect adult life</li> <li>• 8&amp;9SE11 Understand how to use a condom and understanding of other types of contraception</li> <li>• Contraception taught based on any exchange of sexual fluids</li> </ul> | <ul style="list-style-type: none"> <li>• 10&amp;11SE1 Know how social media portrays pornography and understands how this affects relationships and sex.</li> <li>• 10&amp;11SE2 The characteristics of abuse, victim blaming etc.</li> <li>• 10&amp;11SE3 Know that intimate relationships are pleasurable</li> <li>• 10&amp;11SE4 Know the law to relating coercive control and harassment.</li> <li>• 10&amp;11SE5 Understand honour-based violence, religious abuse and forced marriage</li> <li>• 10&amp;11SE6 Develop skills to support younger peers when in position of influence.</li> <li>• 10&amp;11SE7 Sexual health checks – Testicular, breast checking and intimate care. Understand these and be able to carry self examination.</li> <li>• 10&amp;11SE8 To know that contraception is a shared responsibility within relationships and have the signposting reminded.</li> <li>• Choices permitted by the law around pregnancy. NEW Yr11 TT</li> <li>• 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).</li> </ul>   |
| <p>Relationships Tutors and EDs</p> <p>Codes 7R<br/>8&amp;9R<br/>10&amp;11R</p>         | <ul style="list-style-type: none"> <li>• 7R1 Know the characteristics of positive and healthy friendships <ul style="list-style-type: none"> <li>○ (in all contexts, including online) including: trust, privacy, consent and the management of conflict, reconciliation in family relationships.</li> </ul> </li> <li>• 7R2 Know that some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> </ul>   | <ul style="list-style-type: none"> <li>• 8&amp;9R1 Know the unacceptability of all forms of discrimination, and how to challenge prejudice and bigotry within families</li> <li>• 8&amp;9R2 Understand practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• 8&amp;9R3 To know 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</li> </ul>  | <ul style="list-style-type: none"> <li>• 10&amp;11R1 To be able to recognise when a relationship is unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including ‘honour’ based violence, forced marriage and rape) and strategies to manage this or access support for self or others at risk, especially when developing new relationships.</li> <li>• 10&amp;11R2 To develop an awareness of exploitation, bullying, harassment and control in relationships (including the unique challenges posed by online abuse and the unacceptability of physical, emotional, sexual abuse in all types of teenage relationships, including in group settings such as gangs) and the skills and strategies to respond appropriately or access support</li> <li>• 10&amp;11R3 To know the law relating to abuse in relationships, including coercive control and online harassment</li> <li>• 10&amp;11R4 To gain the skills and strategies to respond to exploitation, bullying, harassment and control in relationships</li> <li>• 10&amp;11R5 To know 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</li> <li>• The Marriage and Civil Partnership (Minimum Age) Act 2022 comes into force on Monday 27 February 2023.</li> <li>• Under existing law, people can enter a marriage or civil partnership at age 18, or 16 to 17 with parental or judicial consent. The Act raises the minimum marriage and civil partnership age to 18, removing all consent requirements.</li> <li>• The Act 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.</li> <li>• Marriage and forced marriage are taught as part RSHE. Please can your teaching now cover these points.</li> </ul> |

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| Living in the wider world   |   |   |   |
| <p>Fundamental British Values Citizenship, tutors and EDs</p> <p>Codes 7BV<br/>8&amp;9BV<br/>10&amp;11BV</p> <p>FBV found explicitly elsewhere in the school curriculum</p> | <ul style="list-style-type: none"> <li>7BV1 Be able to recall the five British values and support with examples</li> <li>7BV2 Compare to school and personal values</li> <li>7BV3 Know the impact of not following British values eg intolerance etc</li> <li>7BV4 Know how the British values are demonstrated in school, at home, in life</li> <li>7BV5 Know how our political system differs from other around the world.</li> <li></li> <li>English - Debate and oracy composite.</li> <li>Geography – What is our world like?</li> <li>History – William I, King John composites</li> <li>Food – Food from around the world</li> </ul>   | <ul style="list-style-type: none"> <li>8&amp;9BV1 Be able to explain the British values and their fundament importance, including place within in context of equality and diversity, so students can celebrate difference, and understand it.</li> <li>8&amp;9BV2 To understand the importance of democracy and the UK’s political system (See Citizenship SoL for more details)</li> <li>8&amp;9BV3 To know the impact of not having one or more British values.</li> <li>8&amp;9BV4 To understand the legal system in the UK (See Citizenship SoL for more details) and link to individual liberty issues such as consent, drugs, sexual harassment.</li> <li>English - Voices Against Oppression composite.</li> <li>English - The Purple Hibiscus Composite.</li> <li>History – Henry VIII and Elizabethan Age. Civil War. Empire &amp; Slavery, C20th Century (Extremism, WWII &amp; Holocaust), Swinging Sixties (Individual liberty).</li> <li>Drama – Refugee boy.</li> <li>RE – Respect</li> </ul> | <ul style="list-style-type: none"> <li>10&amp;11BV1 Know the importance of democracy in our community and nationally, and be involved in student voice (See Citizenship SoL for more details).</li> <li>10&amp;11BV2 Know the links between British politics and economics and trans-national organisations such as the UN and EU (See Citizenship SoL for more details)</li> <li>10&amp;11BV3 To understand the cultural history of the UK and how this has affected diversity today</li> <li>Citizenship – UK parliament and democracy. International affairs.</li> </ul>   |
| <p>Diversity Tutors and EDs</p> <p>Codes 7D<br/>8&amp;9D<br/>10&amp;11D</p>   | <ul style="list-style-type: none"> <li>7D1 To understand that we live in a society that celebrates diversity and difference.</li> <li>7D2 To be able to articulate what diversity is.</li> <li>7D3 To know to challenge anyone that has views which are anti-diverse</li> <li>7D4 To know the protected characteristics and what this means eg age, gender, sexuality</li> <li>7D5 To recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied</li> <li>7D6 The impact of stereotyping, prejudice and discrimination on individuals and relationships</li> <li>7D7 To start to understand how to challenge discrimination #notatourschool</li> </ul> | <ul style="list-style-type: none"> <li>8&amp;9D1 To recognise the lasting effects prejudice has on individuals and society.</li> <li>8&amp;9D2 To be confident to challenge prejudice within their own sphere of influence.</li> <li>8&amp;9D3 To celebrate the positives diversity brings to the UK, with real world examples.</li> <li>8&amp;9D4 To appreciate and celebrate the range of national, regional, religious and ethnic identities in the United Kingdom</li> <li>8&amp;9D5 To consider the lives of people living in other places, and people with different values and customs</li> <li>8&amp;9D6 To know about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice</li> <li>8&amp;9D7 To know the laws around protected characteristics eg employment</li> <li>8&amp;9D8 To begin to be confident in challenging discrimination #notatourschool</li> </ul>    | <ul style="list-style-type: none"> <li>10&amp;11D1 To understand the cultural history of the UK and how this has affected diversity today</li> <li>10&amp;11D2 To understand the diversity within our community and how it makes it stronger.</li> <li>10&amp;11D3 To know the need to promote inclusion and challenge discrimination, and how to do so safely, including online</li> <li>10&amp;11D4 To understand the difference between bias, prejudice and discrimination</li> <li>10&amp;11D5 To know the impact of unconscious bias and institutionalised discrimination with real world examples</li> <li>10&amp;11D6 To know the law relating to ‘honour’-based violence and forced marriage; the consequences for individuals and wider society and ways to access support</li> <li>10&amp;11D7 To know strategies to challenge all forms of prejudice and discrimination</li> <li>10&amp;11D8 To be confident to challenge prejudice in the wider world following from #notatourschool</li> </ul> |
| <p>Extremism Specialist Team</p> <p>Codes 7Ex<br/>8&amp;9Ex<br/>10&amp;11Ex</p>   | <ul style="list-style-type: none"> <li>7Ex1 Know what is acceptable language and behaviour at The Castle School</li> <li>7Ex2 Know the definition of extremism and the difference between extremism and terrorism and how they link to British values.</li> <li>7Ex3 Know how extremism can manifest itself – actions, violence, words, online, stickers, within families</li> <li>7Ex4 Know the Lockdown procedure</li> </ul>  | <ul style="list-style-type: none"> <li>8&amp;9Ex1 Understand the types of extremism – religious, fundamentalism, far-right, racism, sexism, homophobia, Incel (Involuntary celibacy).</li> <li>8&amp;9Ex2 Differences between extremism and religion (Especially challenging Islamophobia)</li> <li>8&amp;9Ex3 Lockdown procedure / retrieval</li> <li>8&amp;9Ex4 Impact of extremism, for example discrimination, racism, intolerance, violence etc with real world examples.</li> </ul>   | <ul style="list-style-type: none"> <li>10&amp;11Ex1 Understand the danger of recruitment of young people into extremist groups</li> <li>10&amp;11Ex2 How to challenge and report extremism</li> <li>10&amp;11Ex3 Recent historical examples of extremism and terrorism – Anders Brevik, Timothy McVeigh,</li> <li>10&amp;11Ex5 the concept of ‘shame’ and ‘honour based’ violence</li> <li>10&amp;11Ex6 Know the Prevent Strategy</li> <li>10&amp;11Ex7 Know the causes of knife crime and how to stay safe.</li> </ul>   |

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|   | <ul style="list-style-type: none"> <li>7Ex5To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, ‘trolling’, how to respond and ask for help)</li> </ul>  | <ul style="list-style-type: none"> <li>8&amp;9Ex5 the importance of being careful what they forward to others and how it can implicate them.</li> </ul>  | <ul style="list-style-type: none"> <li>10&amp;11Ex8 Understand the laws surrounding knife crime and offensive weapons.</li> <li>10&amp;11Ex9 Understand the link between knife crime and extremism</li> </ul>   |
| Sexual harassment and violence<br>Specialist Team<br><br>Codes<br>7SxHV<br>8&9SxHV<br>10&11SxHV                                 | <ul style="list-style-type: none"> <li>7SxHV1 What constitutes sexual harassment</li> <li>7SxHV2 In what forms sexual harassment occurs</li> <li>7SxHV3 How online media can contribute to sexual harassment</li> <li>7SxHV4 How to report sexual harassment</li> </ul>   | <ul style="list-style-type: none"> <li>8&amp;9SxHV1 To understand the law relating to sexual harassment</li> <li>8&amp;9SxHV2 To be aware of PSH and how to confidently challenge it</li> <li>8&amp;9SxHV3 To understand how sexual violence is not part of a normal healthy relationship</li> <li>8&amp;9SxHV4 To challenge harassment in their friendship groups, school and the wider community.</li> <li>8&amp;9SxHV5 How to report sexual harassment</li> </ul>   | <ul style="list-style-type: none"> <li>10&amp;11SxHV1 Looking at moral dilemma scenarios that challenge students understanding of sexual harassment and violence.</li> <li>10&amp;11SxHV2 Making students aware of “date rape” substances, stealth injections and how these can be used to promote sexual violence.</li> <li>10&amp;11SxHV3 How to seek help to escape sexual violence or sexual harassment either now or in future relationships</li> <li>10&amp;11SxHV4 Understand workplace sexual harassment and how to respond to it</li> </ul>  |
| Risk<br>Tutors and EDs<br><br>Codes<br>7Rk<br>8&9Rk<br>10&11Rk  | <ul style="list-style-type: none"> <li>7Rk1 Know the rules and age restrictions that keep us safe, basic rules to keep safe online</li> <li>7Rk2 Know the risks at home and how to stay safe (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</li> <li>7Rk3 How to get help in an emergency (how to dial 999 and what to say)</li> <li>7Rk4 Know that household products (including medicines) can be harmful if not used correctly ways to keep safe in familiar and unfamiliar environments</li> <li>7Rk5 Understand the basics of road safety and how to stay safe when using roads as a pedestrian or cyclist – Somerset Road Safety cancelled the health day date for our current yr 9’s</li> </ul> | <ul style="list-style-type: none"> <li>8&amp;9Rk1Know the online dangers associated with grooming including chatrooms and social media and chats through gaming, and meeting these people physically.</li> <li>8&amp;9Rk2Know the danger of gambling and gaming</li> <li>8&amp;9Rk3 Know the dangers of meeting strangers or acquaintances and getting in to cars etc.</li> <li>8&amp;9Rk4 Understand firework safety</li> <li>8&amp;9Rk5 Start to begin to assess risk using real-world scenarios.</li> </ul>       | <ul style="list-style-type: none"> <li>10&amp;11Rk1 Know strategies for keeping safe in the local environment or unfamiliar places (rail, water, road); safe use of digital devices when out and about.</li> <li>10&amp;11Rk2 Know the dangers of dating apps/website, and meeting people from these</li> <li>10&amp;11Rk3 Know the risks associated with going out at night, clubbing and holidays abroad.</li> <li>10&amp;11Rk4 Know the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</li> <li>10&amp;11Rk5 To be able to use knowledge from PSHE in order to keep safe in future situations, for example using a dynamic risk assessment if needed.</li> </ul> |
| Online safety and digital resilience<br>Computing lessons, supported by Tutors<br><br>Codes<br>7OS/DR<br>8&9OS/DR<br>10&11OS/DR | <ul style="list-style-type: none"> <li>7OS/DR1 How to keep safe online</li> <li>7OS/DR2 The potential dangers of online chat rooms</li> <li>7OS/DR3 How to protect themselves online using passwords and digital security</li> </ul>  | <ul style="list-style-type: none"> <li>8&amp;9OS/DR1 The dangers of online chat rooms</li> <li>8&amp;9OS/DR2 The rise in online misogynistic (Incel), sexist, racist &amp; discriminatory language that is unacceptable.</li> <li>8&amp;9OS/DR3 How online banking can have both positives and negatives.</li> <li>8&amp;9OS/DR4 Education in how to spot “fake news online”. And that without a verifiable source of information online information should be treated with healthy mistrust (Bellingcat)</li> </ul> | <ul style="list-style-type: none"> <li>10&amp;11OS/DR1 Bank accounts and online banking security</li> <li>10&amp;11OS/DR2 The very real consequences of online “money mules” and “laundering money”.</li> <li>10&amp;11OS/DR3 How to protect themselves as much as possible if meeting up with someone they have met online, including through dating apps</li> <li>10&amp;11OS/DR4 How websites and other governments produce huge amount of fake news and disinformation to further political agendas and how this can influence our own society.</li> </ul>  |
| Financial awareness<br>Tutors and EDs<br><br>Codes<br>7£FA<br>8&9£FA<br>10&11£FA  | <ul style="list-style-type: none"> <li>7£FA1 Know how to effectively budget, including the benefits of saving</li> <li>7£FA2 Know different types of bank accounts</li> <li>7£FA3 how to effectively make financial decisions, including recognising the opportunities and challenges involved in taking financial risks.</li> </ul>  | <ul style="list-style-type: none"> <li>8&amp;9£FA1 to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions</li> <li>8&amp;9£FA2 Know the impact of debt, the importance of budgeting and how to manage debt.</li> </ul>  | <ul style="list-style-type: none"> <li>10&amp;11£FA1 Understand the use of credit and debit cards</li> <li>10&amp;11£FA2 Understand and recognise financial exploitation in different contexts e.g. drug and money/ mules, online scams</li> <li>10&amp;11£FA3 to evaluate the financial advantages, disadvantages and risks of different types of employment</li> <li>10&amp;11£FA4 Know the different models of contractual terms, including self-employment full-time, part-time and</li> </ul>  |



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|  |  |  | <ul style="list-style-type: none"> <li>10&amp;11£FA5 zero-hours contracts</li> <li>10&amp;11£FA6 the skills to challenge or seek support for financial exploitation in different contexts including online</li> <li>10&amp;11£FA7 to know how to read a wage slip and understand contributions that are made through taxes.</li> <li>10&amp;11£FA8 To know what interest rates are and how they affect borrowing and the economy.</li> <li>10&amp;11£FA9 To understand inflation and recession and how this affects standards of living.</li> <li>10&amp;11£FA10 To understand mortgages and mortgage options</li> <li>Student loans (2023) to show students from struggling families that university is still very much an option.</li> <li>Apprenticeships – may seem low paid to begin with but can lead to very financially stable careers (Add 2023)</li> </ul>   |
| <p>Careers and progression Tutors and EDs</p> <p>Please see separate careers document</p> <p>Codes:</p> <p>7C&amp;P</p> <p>8&amp;9C&amp;P</p> <p>10&amp;11C&amp;P</p> <p>Light grey see careers document</p> | <ul style="list-style-type: none"> <li>7C&amp;P1 Students to review strengths, interests, skills, qualities and values and how to develop them. To set goals and identify areas for development.</li> <li>7C&amp;P2 To identify and develop their study and organisational skills, research and presentation skills.</li> <li>7C&amp;P3 To set realistic but ambitious targets and goals, to show an understanding of the skills and attributes an employer values and the importance of life long learning to develop qualities.</li> </ul> | <ul style="list-style-type: none"> <li>8&amp;9C&amp;P1 to evaluate their own personal strengths and areas for development and use this to inform goal setting</li> <li>8&amp;9C&amp;P2 Identify how their strengths, interests, skills and qualities are changing and how these can relate to future careers.</li> <li>8&amp;9C&amp;P3 To know about different work roles and career pathways, including clarification of their own early aspirations.</li> <li>8&amp;9C&amp;P4 To know 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</li> <li>8&amp;9C&amp;P5 about routes into work, training and other vocational and academic opportunities, and progression routes</li> <li>8&amp;9C&amp;P6 the benefits of setting ambitious goals and being open to opportunities in all aspects of life</li> <li>8&amp;9C&amp;P7 to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations</li> </ul> | <ul style="list-style-type: none"> <li>10&amp;11C&amp;P1 Know the range of opportunities available to them for career progression, including in education, training and employment</li> <li>10&amp;11C&amp;P2 about the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities.</li> <li>10&amp;11C&amp;P3 about the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities</li> <li>10&amp;11C&amp;P4 about employment sectors and types, and changing patterns of employment. Understand different types of work patterns, including employed, self-employment and voluntary work. Everyone has a different pathway through life, education and work.</li> <li>10&amp;11C&amp;P5 to develop their career identity, including values in relation to work, and how to maximise their chances when applying for education or employment opportunities.</li> <li>10&amp;11C&amp;P6 the benefits and challenges of cultivating career opportunities online</li> <li>10&amp;11C&amp;P7 strategies to manage their online presence and its impact on career</li> </ul> |
| <p><b>Health and wellbeing</b></p>   |  |  |  |
| <p>Drugs and alcohol Specialist Team</p> <p>Codes</p> <p>7D&amp;A</p> <p>8/9D&amp;A</p> <p>10/11D&amp;A</p>  | <ul style="list-style-type: none"> <li>7D&amp;A1 Know there are different types of drugs</li> <li>7D&amp;A2 Know the difference between legal and illegal drugs</li> <li>7D&amp;A3 Understand what effects taking drugs have on people</li> <li>7D&amp;A4 Know there are physical and mental effects</li> <li>7D&amp;A5 The unknown consequences and addictiveness of vaping. Habitual, addictive potential unknown risks. Early smoking advertising.</li> </ul>   | <ul style="list-style-type: none"> <li>8/9D&amp;A1 Know details about different types of drugs and their effects on people’s physical, mental, emotional and financial health</li> <li>8/9D&amp;A2 Understand County lines</li> <li>8/9D&amp;A3 Know drugs are addictive and understand the impact of this.</li> <li>8/9D&amp;A4 Understand the laws surrounding drugs</li> <li>8/9D&amp;A5 Question the mixed messages about drugs from media, film and culture?</li> <li>8/9D&amp;A6 Know the specific services that people can go to for help eg Frank</li> <li>8/9D&amp;A6 The unknown consequences and addictiveness of vaping, what is in the vapes. Not all are certified, or chemical known</li> </ul>   | <ul style="list-style-type: none"> <li>10/11D&amp;A1 Understand the wider ripple effect of drug use and addiction for example: how it can affect families, drugs convictions and future life, criminality and exploitation</li> <li>10/11D&amp;A2 Understand the support people can receive for drug addiction</li> <li>10/11D&amp;A3 Why do they choose to use drugs in the first place – considering social and emotional issues.</li> <li>10/11D&amp;A4 Understand how to say no when offered drugs</li> <li>10/11D&amp;A5 How to stay safe when in social situations (date rape drugs etc)</li> <li>10/11D&amp;A6 How to recognise when others are using manipulation, persuasion or coercion and how to respond.</li> <li>10/11D&amp;A7 Increased understanding of County Lines</li> </ul>  |

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|  |   |  | <ul style="list-style-type: none"> <li>10/11D&amp;A8 The unknown consequences and addictiveness of vaping. Is this a gateway drug?</li> </ul>   |
| Physical health and exercise<br>Tutors and EDs<br><br>Codes<br>7PH&E<br>8&9PH&E<br>10&11PH&E | <ul style="list-style-type: none"> <li>7PH&amp;E1 How social media can affect mental health</li> <li>7PH&amp;E2 How physical activity, participation and positive relationships can promote physical health.</li> <li>7PH&amp;E3 How to plan a balance between school, work, leisure, exercise and online.</li> <li>7PH&amp;E4 The benefits of physical activity for mental health and well-being, to be able to access reliable sources of information on support on all aspects of physical and mental health.</li> <li>7PH&amp;E5 Importance of sleep and strategies to improve sleep</li> <li>7PH&amp;E6 Maintaining personal hygiene – oral health, avoiding infection</li> <li>7PH&amp;E7 The role of a balanced diet – impacts of an unhealthy diet. Strategies to manage eating choices.</li> <li></li> </ul> | <ul style="list-style-type: none"> <li>8&amp;9PH&amp;E1 The role of a balanced diet – impacts of an unhealthy diet. Strategies to manage eating choices.</li> <li>8&amp;9PH&amp;E2 What check ups should be carried out regularly to ensure physical health – dental check-ups, sun-safety, self examination, vaccinations.</li> <li>8&amp;9PH&amp;E4 The health service available to people; strategies to be a confident user of NHS. To overcome barriers to seeking help.</li> <li>8&amp;9PH&amp;E5 The purpose of blood donation, organ donation, stem cell donation for individuals and society.</li> </ul>  | <ul style="list-style-type: none"> <li>10&amp;11PH&amp;E1 How to increase Testicular and breast cancer awareness, including self-examination (Coppafeel/Oddballs)</li> <li>10&amp;11PH&amp;E2 To make informed choices with regards to sleep, diet, exercise, work, revision and balancing time spent online. To recognise and manage choices about physical activity.</li> <li>10&amp;11PH&amp;E3 How industries and advertising can influence health and harmful behaviour, associated with managing risk associated with cosmetics, aesthetic procedures, tattooing, piercings and use of sunbeds.</li> <li>STI and sexual health – To know how to protect themselves from STIs and indicators of STIs. Where to access medical help.</li> </ul>   |
| Pornography<br>Specialist Team<br><br>Codes<br>7Pgy<br>8&9Pgy<br>10&11Pgy                    | <ul style="list-style-type: none"> <li>7Pgy1 Know the definition of pornography and understand that there are different mediums of pornography (classification). All indecent images of children under 18 are illegal.</li> <li>7Pgy2 Images of yourself could be used for coercion.</li> <li>7Pgy3 The dangers of Snapchat, tiktok and how to report unwanted images and communication.</li> <li>7Pgy4 Dangers of pornography – self-esteem, warped understanding of relationships.</li> </ul>   | <ul style="list-style-type: none"> <li>8&amp;9Pgy1 Know the differences between consensual, informed, decisions taken by actors and revenge porn.</li> <li>8&amp;9Pgy2 Understand that social media is having an effect on mental health of young people, much of this is driven by pornography.</li> <li>8&amp;9Pgy3 Know dangers of pornography – addiction, cost, unrealistic view of relationships, bodies and sex.</li> <li>8&amp;9Pgy4 Know that the representation of bodies is extreme within pornography. 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</li> <li>8&amp;9Pgy5 Know the violence associated with pornography</li> <li>8&amp;9Pgy6 Revenge porn and the law. To be fully aware of how certain images of themselves are illegal if they are under 16 and the law relating to this and revenge porn.</li> </ul> | <ul style="list-style-type: none"> <li>10&amp;11Pgy1 To complete a digital audit of their own online presence.</li> <li>10&amp;11Pgy2 Retrieval of laws around revenge porn</li> <li>10&amp;11Pgy3 Know the link between pornography and addiction</li> <li>10&amp;11Pgy4 The role of pleasure in intimate relationships, including orgasms</li> <li>10&amp;11Pgy5 The importance of consent and consensual relationships based on safe relationships.</li> <li>10&amp;11Pgy6 Recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours</li> <li>10&amp;11Pgy7 Evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences</li> </ul> |
| FGM<br>Specialist Team, Citizenship<br><br>Codes<br>7FGM<br>8&9FGM<br>10&11FGM               | <ul style="list-style-type: none"> <li>7FGM1 Definition</li> <li>7FGM2 Illegality &amp; very clear signposting</li> <li>7FGM3 The different types – (Remove – Student voice).</li> <li>7FGM4 Anatomical reminder</li> <li>7FGM5 Geographical locations</li> <li>7FGM6 Signs</li> <li>7FGM7 Cultural excuses</li> <li>7FGM8 Harmful effects – Mental health, birth problems, sexual problems, bleeding, infections, death</li> </ul>   | <ul style="list-style-type: none"> <li>8&amp;9FGM1 Reminder and recall during sexual assault and violence lesson</li> </ul>  | <ul style="list-style-type: none"> <li>10&amp;11FGM1 Four types of FGM</li> <li>10&amp;11FGM2 Removal of the labia/clitoris/sewing/harmful substances</li> <li>10&amp;11FGM3 NOT a religious practice in ANY religion, cultural roots</li> <li>10&amp;11FGM4 Reminder about where and why</li> <li>10&amp;11FGM5 How to spot signs and support</li> <li>10&amp;11FGM6 Illegality and very clear signposting</li> <li>10&amp;11FGM7 Differences between boys circumcision and FGM</li> <li>10&amp;11FGM8 Links to matriarchies</li> <li>10&amp;11FGM9 Links to sexism</li> </ul>   |
| First Aid<br>Tutors and EDs<br><br>Codes<br>7Faid<br>8&9Faid<br>10&11Faid                    | <ul style="list-style-type: none"> <li>7Faid1 How to identify risk and manage personal safety in increasingly independent situations, including online, cycling to and assessing risks in routes to and from school. Increasing in confidence and ways to seek help.</li> <li>7Faid2 Ways of assessing and risk in relation to health, wellbeing and personal safety.</li> </ul>  | <ul style="list-style-type: none"> <li>8&amp;9Faid1 How to help in an emergency and perform basic first aid.</li> <li>8&amp;9Faid2 Increasing confidence in performing emergency first aid and lifesaving skills, including pulmonary resuscitation (CPR), the use of defibrillators, responses to choking and primary survey.</li> </ul>  | <ul style="list-style-type: none"> <li>10&amp;11Faid1 Refresher in skills learnt in years 7,8,9</li> <li>10&amp;11Faid2 When to use CPR- how to spot the signs of a cardiac arrest.</li> <li>10&amp;11Faid3 Appropriate first aid if confronted with peers suffering the effects of drink or drugs</li> </ul>   |

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|   | <ul style="list-style-type: none"><li>7Faid3 How to perform CPR, use a defibrillator and administer an epi-pen.</li></ul>  |  |  |
| <p>Mental Health Tutors and EDs</p> <p>Codes</p> <p>7MH</p> <p>8&amp;9MH</p> <p>10&amp;11MH</p> | <ul style="list-style-type: none"><li>7MH1 Know how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary.</li><li>7MH2 Understand people have 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.</li><li>7MH3 the characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people’s mental health</li><li>7MH4 Understand the importance of quality sleep and develop strategies around the B.E.D model</li></ul> | <ul style="list-style-type: none"><li>8&amp;9MH1 Know and understand 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 eg mindfulness and meditation</li><li>8&amp;9MH2 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.</li><li>8&amp;9MH3 Know that puberty is a time of huge change. Emotions and sense of self identity are challenged and can be a source of stress.</li></ul> | <ul style="list-style-type: none"><li>10&amp;11MH1 Know 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</li><li>10&amp;11MH2 Know 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</li></ul> <p>[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> |

QUOTE FROM FORMER STUDENT

Growing up LGBTQ is an experience that is so different for everyone and is something that cannot be fully taught or understood by people who haven’t had that experience. However, at The Castle School, teachers make an effort to educate in multiple PSHE lessons on Lesbian, Gay, Bisexual, Transgender, and Queer people. Another thing which I personally find admirable about staff at the school is their openness to be educated by LGBTQ students by asking for feedback and taking constructive criticism thoughtfully. Castle as a school is constantly improving and making changes so that everyone can be included regardless of race, gender identity or sexual orientation.

