

We work closely with our feeder schools to ensure that all elements of PSHE are covered in KS3. Each year, we meet twice to update the Curriculum Audit and discuss how learning in our feeder schools leads in to the learning at Shelley College. This way, we can identify any gaps early and fill them as students come to us in year 9.

**Key**

Red = Not covered    Orange = Some coverage (e.g. as part of one lesson/tutor resources/assembly)    Green = Well covered (e.g. specific lessons or as part of multiple lessons and assemblies)

## Theme 1: Health and Wellbeing

Curriculum content	KMS/SMS	SHC
<b>Self-concept</b>		
H1. how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing	Green	Green
H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)	Green	Green
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	Green	Green
H4. simple strategies to help build resilience to negative opinions, judgements and comments	Green	Green
H5. to recognise and manage internal and external influences on decisions which affect health and wellbeing	Green	Green
<b>Mental health and emotional wellbeing</b>		
H6. how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary	Green	Green
H7. the characteristics of mental and emotional health and strategies for managing these	Green	Green
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	Green	Green
H9. strategies to understand and build resilience, as well as how to respond to disappointments and setbacks	Green	Green
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	Green	Green
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.	Green	Green
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	Green	Green
<b>Healthy lifestyles</b>		
H13. the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities	Green	Green
H14. the benefits of physical activity and exercise for physical and mental health and wellbeing	Green	Orange
H15. the importance of sleep and strategies to maintain good quality sleep	Green	Orange
H16. to recognise and manage what influences their choices about physical activity	Green	Green
H17. the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices	Green	Orange
H18. what might influence decisions about eating a balanced diet and strategies to manage eating choices	Green	Orange
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.	Orange	Green
H20. strategies for maintaining personal hygiene, including oral health, and prevention of infection	Green	Orange
H21. how to access health services when appropriate	Green	Green
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	Orange	Orange
<b>Drugs, alcohol and tobacco</b>		
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	Green	Green
H24. to evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use	Orange	Green
H25. strategies to manage a range of influences on drug, alcohol and tobacco use, including peers	Green	Green
H26. information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use	Green	Green
H27. the personal and social risks and consequences of substance use and misuse including occasional use	Green	Green
H28. the law relating to the supply, use and misuse of legal and illegal substances	Green	Green
H29. about the concepts of dependence and addiction including awareness of help to overcome addictions	Green	Green
<b>Managing risk and personal safety</b>		
H30. how to identify risk and manage personal safety in increasingly independent situations, including online	Green	Green
H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety	Green	Green
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	Red	Orange
H33. how to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators	Orange	Green
<b>Puberty and sexual health</b>		
H34. strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing	Green	Orange
H35. about the purpose, importance and different forms of contraception; how and where to access contraception and advice (see also Relationships)	Green	Green

H36. that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs)		
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## Theme 2: Relationships

Curriculum content	MS	SHC
<b>Positive relationships</b>		
R1. about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them		
R2. indicators of positive, healthy relationships and unhealthy relationships, including online		
R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation		
R4. the difference between biological sex, gender identity and sexual orientation		
R5. to recognise that sexual attraction and sexuality are diverse		
R6. that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion		
R7. how the media portrays relationships and the potential impact of this on people's expectations of relationships		
R8. that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex		
<b>Relationship values</b>		
R9. to clarify and develop personal values in friendships, love and sexual relationships		
R10. the importance of trust in relationships and the behaviours that can undermine or build trust		
R11. to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships		
R12. that everyone has the choice to delay sex, or to enjoy intimacy without sex		
<b>Forming and maintaining respectful relationships</b>		
R13. how to safely and responsibly form, maintain and manage positive relationships, including online		
R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)		
R15. to further develop and rehearse the skills of team working		
R16. to further develop the skills of active listening, clear communication, negotiation and compromise		
R17. strategies to identify and reduce risk from people online that they do not already know; when and how to access help		
R18. to manage the strong feelings that relationships can cause (including sexual attraction)		
R19. to develop conflict management skills and strategies to reconcile after disagreements		
R20. to manage the influence of drugs and alcohol on decision-making within relationships and social situations		
R21. how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships		
R22. the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support		
R23. the services available to support healthy relationships and manage unhealthy relationships, and how to access them		
<b>Consent</b>		
R24. that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances		
R25. about the law relating to sexual consent		
R26. how to seek, give, not give and withdraw consent (in all contexts, including online)		
R27. that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected		
R28. to gauge readiness for sexual intimacy		
R29. the impact of sharing sexual images of others without consent		
R30. how to manage any request or pressure to share an image of themselves or others, and how to get help		
R31. that intimate relationships should be pleasurable		
<b>Contraception and parenthood</b>		
R32. the communication and negotiation skills necessary for contraceptive use in healthy relationships (see also 'Health')		
R33. the risks related to unprotected sex		
R34. the consequences of unintended pregnancy, sources of support and the options available		
R35. the roles and responsibilities of parents, carers and children in families		
R36. the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children		
<b>Bullying, abuse and discrimination</b>		
R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others		
R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied		
R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships		
R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice		
R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online		
<b>Social influences</b>		
R42. to recognise peer influence and to develop strategies for managing it, including online		
R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support		
R44. that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this		
R45. about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours		
R46. strategies to manage pressure to join a gang, exit strategies and how to access appropriate support		
R47. motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon		

## Theme 3: Living in the Wider World

Curriculum content	MS	SHC
<b>Learning skills</b>		
L1. study, organisational, research and presentation skills		
L2. to review their strengths, interests, skills, qualities and values and how to develop them		
L3. to set realistic yet ambitious targets and goals		
L4. the skills and attributes that employers value		
L5. the skills and qualities required to engage in enterprise		
L6. the importance and benefits of being a lifelong learner		
<b>Choices and pathways</b>		

L7. about the options available to them at the end of key stage 3, sources of information, advice and support, and the skills to manage this decision-making process		
L8. about routes into work, training and other vocational and academic opportunities, and progression routes		
L9. the benefits of setting ambitious goals and being open to opportunities in all aspects of life		
L10. to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations		
<b>Work and career</b>		
L11. different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work		
L12. about different work roles and career pathways, including clarifying their own early aspirations		
<b>Employment rights and responsibilities</b>		
L13. about young people's employment rights and responsibilities		
L14. to manage emotions in relation to future employment		
<b>Financial choices</b>		
L15. to assess and manage risk in relation to financial decisions that young people might make		
L16. about values and attitudes relating to finance, including debt		
L17. to manage emotions in relation to money		
L18. to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions		
L19. to recognise financial exploitation in different contexts e.g. drug and money mules, online scams		
<b>Media literacy and digital resilience</b>		
L20. that features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity		
L21. to establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media		
L22. the benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues		
L23. to recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views		
L24. to understand how the way people present themselves online can have positive and negative impacts on them		
L25. to make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them		
L26. that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours		
L27. to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms		