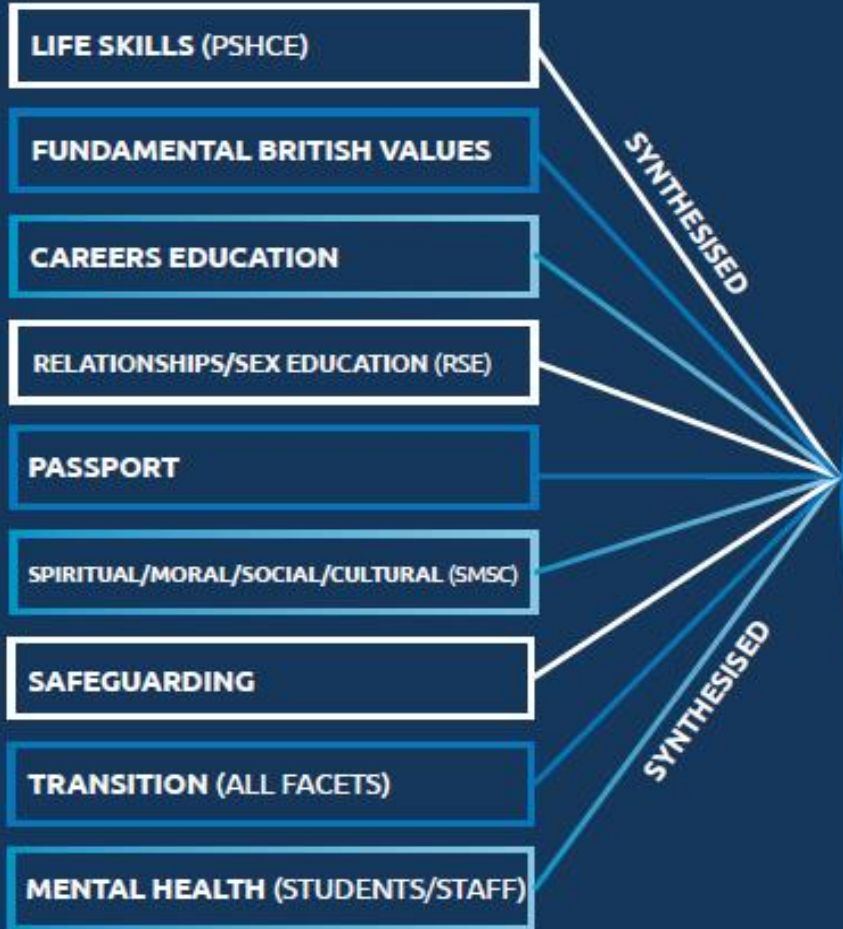


*“ OPENING MINDS,
OPENING DOORS. ”*



ROYTON & CROMPTON
Honesty • Excellence • Aspiration
E-ACT ACADEMY

Aspire2be

EXTRA CURRICULAR CLUBS - GUEST SPEAKERS - EMBEDDED ACROSS THE CURRICULUM
PERSONAL DEVELOPMENT CURRICULUM AT ROYTON AND CROMPTON
E-ACT ACADEMY

THINK BIG

SHOW TEAM SPIRIT

DO THE RIGHT THING

Aspire2Be Sessions		Monday	Tuesday	Wednesday	Thursday	Friday
Year 7	am session (20 mins)	Assembly	RSE	Word of the Week & Literacy Reading	Life Skills	Fantastic Friday Celebration-Virtual
	pm session (30 mins)	Standards, rewards & attendance	What's on Weekly- SMSC/FBV Word of the Week/Character values linked to book	Word of the Week & Literacy Reading	Life Skills	Word of the Week & Literacy Reading
Year 8	am session (20 mins)	Standards, rewards & attendance	Assembly	Life Skills	RSE	Literacy Reading
	pm session (30 mins)	What's on Weekly- SMSC/FBV Word of the Week/Character values linked to book	Word of the Week & Literacy Reading	Life Skills	Word of the Week & Literacy Reading	Fantastic Friday Celebration-Virtual
Year 9	am session (20 mins)	Standards, rewards & attendance	RSE	Assembly	Life Skills	Fantastic Friday Celebration-Virtual
	pm session (30 mins)	What's on Weekly- SMSC/FBV Word of the Week/Character values linked to book	Word of the Week & Literacy Reading	Literacy Reading	Life Skills	Literacy Reading
Year 10	am session (20 mins)	Standards, rewards & attendance	RSE	Life Skills	Assembly	Fantastic Friday Celebration-Virtual
	pm session (30 mins)	What's on Weekly- SMSC/FBV Word of the Week/Character values linked to book	Word of the Week & Literacy Reading	Life Skills	Literacy Reading	Literacy Reading
Year 11	am session (20 mins)	Standards, rewards & attendance	RSE	Well done Wednesday Celebration- Virtual	Life Skills	Assembly
	pm session (30 mins)	What's on Weekly- SMSC/FBV Word of the Week/Character values linked to book	Word of the Week & Literacy Reading	Literacy Reading	Life Skills	Literacy Reading

Life Skills: Relationships and Sex Education, Health and Wellbeing, Citizenship and Careers

*'Be mindful.
Be grateful.
Be positive.
Be true.
Be Kind.'*
Roy T Bennett

Curriculum Intent

As an Academy we deliver personal development sessions which engage, inform and inspire our students through active learning in our Aspire2Be sessions. This curriculum encompasses: Life Skills (PSHCE) RSE and citizenship and careers. Students will learn what it means to be an active citizen in an ever changing society and the role they have in developing not only themselves as they move into adulthood but the impact they can have on others and world around them. We want our students to be mindful, grateful, positive, kind and true to themselves. Personal development is at the forefront of our curriculum with a focus on SMSC, British Values and raising aspirations for all our students. We ensure all our students leave our academy armed with the knowledge to succeed and the skills to challenge their own and other people's beliefs. Lessons focus on understanding, empathy, tolerance and respect and the understanding that true success comes from resilience and trying hard and that there are no barriers to their future selves. Our curriculum is based around our Academy's core values of honesty, excellence and aspiration. We focus on developing students' ethics and moral compass as we guide them into becoming the best version of themselves both in and outside of education. Lessons are aimed at challenging students' beliefs and morals equipping them with the skills to work and think independently and autonomously without discrimination of others.

Life Skills incorporates many aspects of personal development including: Relationships and Sex Education, Health and Wellbeing, Citizenship, Careers and Financial Education. Our curriculum ensures that each of our students will know more, remember more and understand more about how to play a positive and successful role within our modern and diverse society, both as a child and as an adult in the future. We want our students to excel academically and emotionally so they are fully prepared for their next steps in life and we strongly believe in the power of information and how it can open doors for our students.

Students study Life Skills topics through three strands at Royton and Crompton E-Act Academy:

1. Relationships and Sex Education.
2. Health and Wellbeing;
3. Living in the Wider World;

Students complete carefully sequenced and spiralsed lessons which are planned to be age appropriate for each year group. However, the order of the implementation of these topics will vary from year to year, depending on local, national and international events. Student voice and data collected within the Academy, will also impact on the order of teaching. The reason for this is that it is crucial to keep these sessions current for our students, to reflect their needs and fill any gaps as an when they arise. An example of this was in 2020-1, due to COVID, Mental Health and Wellbeing was at the forefront of the implementation for all year groups. We wanted to ensure that our students were taught about mental health, wellbeing and resilient, so they were able to have the skills needed to cope and adapt to an ever changing world.

Many of the topics that are covered within Life Skills are also reinforced via assemblies and external visitors. For example, Half Term 1 Assemblies focus on Safeguarding-Sexual Harassment, Peer on Peer Abuse, Equality and Diversity (linking to Black History Month) and Prevent. All of which are key elements of our Life Skills Curriculum.

1. Relationships and Sex Education

RSE is delivered as part of the Life Skills curriculum, but also reinforced with 'additional snapshots' in morning sessions once a week for 4 half terms. Students complete carefully sequenced and spiralsed lessons which are age appropriate for each year group. Friendships, families and dealing with conflict are our starting point leading to consent, recognising unhealthy relationships and intimate relationships.

During the 'snapshot sessions' honest and open discussions are the key. All year groups will focus on 4 key themes: Online & Media, Safe and Intimate Relationships, Families and Respectful Relationships. Whilst each year group focusses on the key concept at the same time, the content becomes more in depth and each year builds upon the previous. For example in Y7, students begin by learning about positive, healthy friendships, respectful relationships and how to end unhealthy relationships. This is built upon in Y8, when students learn about how to treat others respectfully both within the Academy and wider community. Y9 students develop this concept further, but learning about how stereotypes based on gender can cause damage, plus the 2010 Equality Act. Y10 and Y11 take this one step further, by looking at criminal behaviour within relationships, violent and coercive behaviours. It is only through putting in the foundations in Y7 and looking at positive and healthy relationships that they students in Y10 & 11 can fully understand the more sensitive issues within coercive or physically abusive relationships.

2. Health and Wellbeing;

Healthy bodies and lifestyles and how they link to our mental health are key concepts an vital to thriving in school and modern society. An example of this is looking at what mental health is in Y7, then what influences our mental health in Y8 leading to triggers and coping strategies in Y9. Resilience is also re-visited in Years 10 & 11, when students are focussing on GCSEs to give them coping mechanisms to excel and thrive in stressful conditions. Mental health has been a huge focus of the academy and our Aspire2Be offer for students. On our return to the academy following lockdown and students learning remotely from home we ran a mental health recovery programme for all students. The aim of sessions was to assist students with their transition back into the academy through daily check-ins, time to reflect and coping strategies. Alongside this we have included mental health as part of our Passport Drop down days with students completing mindfulness, relaxation and breathing activities.

3. Living in the Wider World

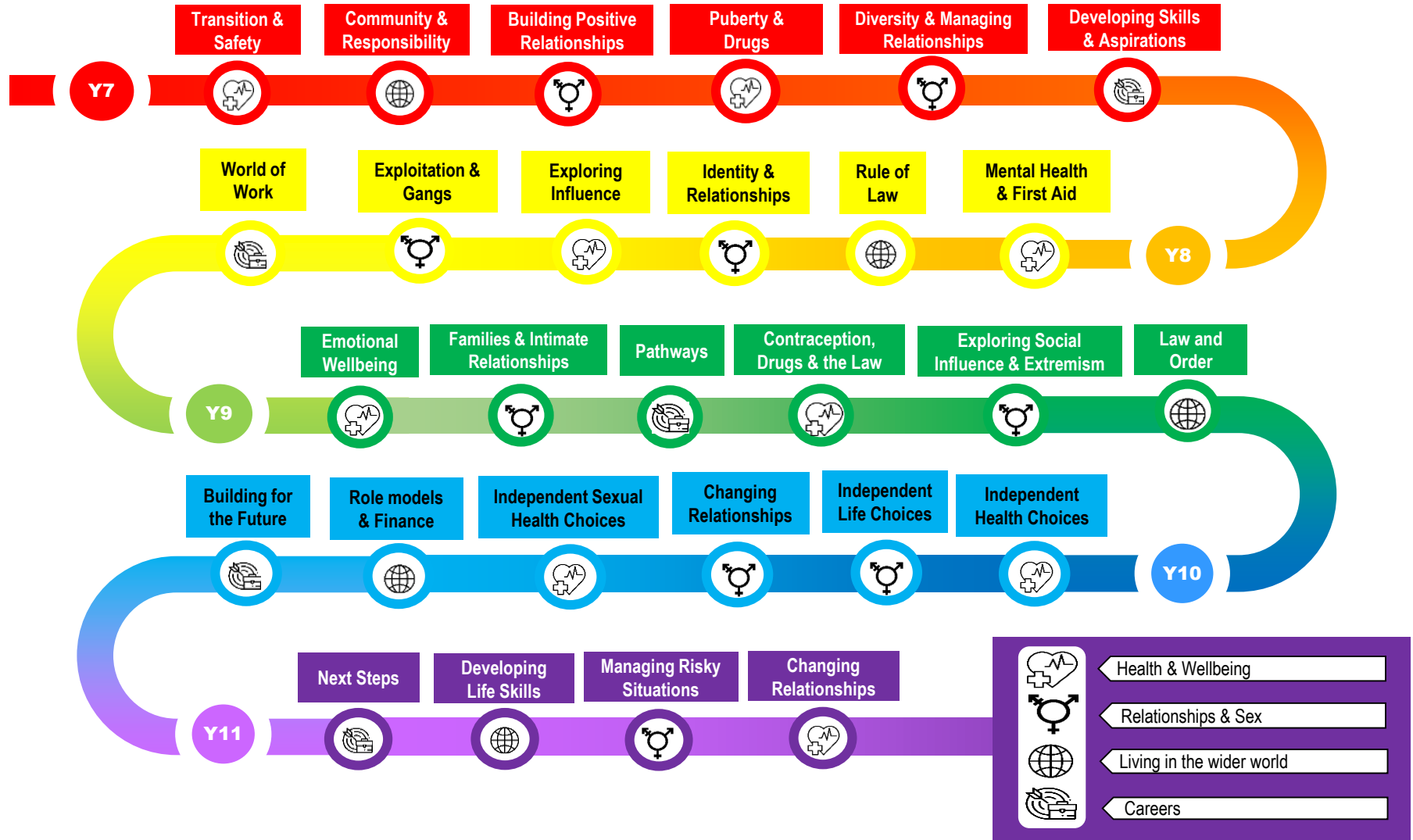
Aspiration is one of our core values. Our students generally have very low aspirations when they arrive in Y7. It is therefore crucial that we educate them about the local, national and international opportunities that are available to them. Aspire2Be time is also used one morning a week for two half terms to focus on different careers and the skills that are needed to be successful within these. Careers education features in all years with Y7 and Y8 students looking at aspirations and developing their employability skills while at our academy. Sessions include learning about jobs in different career sectors, challenging career gender stereotypes and starting to look at the different routes in work, including apprenticeships. In Y9 the focus is on making decisions and guidance for choosing subjects as part of the academy's pathways process. Students look at decision making, how subjects link to their future career ideas as well as auditing their current strengths and evaluating how to develop employability skills. At key stage 4 students look at interview technique, applications, CV's and post 16 options where we delve into what employers and colleges are looking for in detail. All students complete personal statements ready to add to in Y11 and reassess their employability skills and how they can further add to these strengths. Students also receive interviews with our careers advisor and take part in mock applications and interviews ready for the application processes in Y11 for further education, apprenticeships or the workplace. As an Academy we host whole school careers events and link with local and national employers to allow all our students a variety of employment experiences. Sixth form and Apprenticeship providers visit our academy and we annually complete activities as part of National Apprenticeship week and National Careers week. Citizenship is interwoven and carefully developed throughout this theme. In Year 7, students learn about the importance of community, responsibility and a basic overview of what democracy is. This progresses to Year 8, where students learn about different democracies and rules of law. In Year 9, there is a further focus on Individual Rights, Law and Order and employment. Year 10, builds on this further by focussing on independent choices and the impact of these linked to Law and Order. Whereas, Year 11 culminates in looking at how to address discrimination with in the work place and the different legal actions that can be taken. All years focus on active citizenship and how we can work together to make our academy a positive and purposeful environment for all. Equality and diversity are key elements in all our Aspire2Be sessions but here we directly focus on the Equality Act (2010), diversity and LGBT+ rights.

External providers are invited into school to assist in delivering some sessions allowing students first-hand experience of their subject knowledge and expertise. Life Skills equips our students with transferable skills such as problem solving, speaking, listening and analysis that they can apply to different areas of their lives both in and out of school. These skills will develop not only their understanding of these complex topics but also debating skills as they challenge their own and other beliefs and opinions safely and together. Students will build on life skills such as teamwork, communication and resilience through tasks and challenges in the curriculum. Students will be prepared to leave school with the knowledge on how to deal with an emergency, the value of self-worth and why their mental health is just as important as their physical health.

Life Skills is intrinsically linked to Spiritual Moral Social and Cultural Education and British Values meaning our students develop their understanding of tolerance, respect and liberty for all. Our lessons link closely to historical and current social issues, leading students to be able to celebrate their uniqueness in a multicultural Britain. Life Skills also links closely with many subject areas in school leading to some areas of the curriculum to be delivered by subject specialists. This includes healthy eating in Food Technology, the science of puberty and reproduction in Biology and the importance of exercise and leading a healthy lifestyle in Physical Education.

Working parallel to Life Skills as part of our student's personal development curriculum is the E-Act Passport initiative which is carefully designed to open the door to opportunities that pupils may not even know exist. Passport is about raising our pupils' aspirations and confidence levels so that they believe in themselves and understand that there is nothing holding them back, including where they happen to live or their family's experience in education. Through years 7 to 11, students will study and take part in academy visits, courses, events and activities including visiting museums, art galleries and places of business as well as developing their enterprise and academic skills. By completing Life Skills and Passport, students will graduate from our academy with essential life and employability skills, giving them a distinct advantage over other students their age.

Aspire2^{BD} Life Skills



Year 7 Life Skills Overview

	Composite 1	Composite 2	Composite 3	Composite 4	Composite 5	Composite 6
Year 7	Health & Wellbeing	Living in the Wider World	Relationships & Sex	Health & Wellbeing	Relationships & Sex	Living in the Wider World
	Transition & Safety	Community & Responsibility	Building positive Relationships	Puberty & Drugs	Diversity & Relationships	Developing Skills & Aspirations
1	What is an RCA student like?	What does it mean to be an active citizen?	What different types of relationships are there?	How will puberty affect my body?	What is diversity?	What have I achieved already?
2	What are our Academy values?	What makes a successful community?	How can you recognise an unhealthy friendship?	How will puberty affect my emotions?	How am I unique?	Who influences my decisions?
3	What are British Values?	What sort of country do we live in? Democracy (FBV)	How can I manage changing emotions in relationships?	How can I take care of my changing body?	Why is the equality act (2010) so important?	What is the world of work?
4	What is mental health?	How does our country work? Monarchy & Government	What is Bullying?	What are drugs?	How can I manage conflict and loss in relationships?	Where can I get careers help? LMI
5	Why is positive health and wellbeing important?	What are human rights?	How does our behaviour affect others?	Are all drugs dangerous?	How can we maintain positive relationships? real-world & online	Are you a spender or a saver?
6	How can we keep ourselves healthy?	What are our responsibilities as young people?	How can you say no to peer pressure?	What effects do drugs have on the body? Cigarettes	How can we protect ourselves online?	What can influence our spending?
7		What should I do in an emergency?		Is it safe to vape?		

Year 7 LTP Overview		Pupils will know and understand :
Composite 1	Health & Wellbeing: Transition & Safety.	<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>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>H1. how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing</p> <p>R1. about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them</p>
Composite 2	Living in the Wider World: Community and Responsibility	<p>C1. the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch</p> <p>C2. the operation of Parliament, including voting and elections, and the role of political parties</p> <p>C5. the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities</p> <p>C8. the different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world</p> <p>C9. human rights and international law C12. the different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity</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>
Composite 3	Relationships & Sex: Identity & Relationships	<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>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)</p> <p>R18. to manage the strong feelings that relationships can cause (including sexual attraction)</p> <p>R23. the services available to support healthy relationships and manage unhealthy relationships, and how to access them</p> <p>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</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>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>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>

Year 7 LTP Overview		Pupils will know and understand
Composite 4	Health & Wellbeing: Puberty & Drugs	<p>H20. strategies for maintaining personal hygiene, including oral health, and prevention of infection</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>H34. strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing</p>
Composite 5	Relationships & Sex: Diversity & Relationships	<p>R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation</p> <p>R13. how to safely and responsibly form, maintain and manage positive relationships, including online</p> <p>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)</p> <p>R16. to further develop the skills of active listening, clear communication, negotiation and compromise</p> <p>R17. strategies to identify and reduce risk from people online that they do not already know; when and how to access help</p> <p>R19. to develop conflict management skills and strategies to reconcile after disagreements</p> <p>R21. how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships</p> <p>R22. the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support</p> <p>R23. the services available to support healthy relationships and manage unhealthy relationships, and how to access them</p> <p>L24. to understand how the way people present themselves online can have positive and negative impacts on them</p> <p>C3. the precious liberties enjoyed by the citizens of the United Kingdom</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>
Composite 6	Living in the Wider World: Developing Skills & Aspirations	<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>L6. about the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities</p> <p>L7. about the labour market, local, national and international employment opportunities</p> <p>L10. to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations</p> <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>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>L18. to evaluate social and moral dilemmas about the use of money, 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>

Year 8 Life Skills Overview

Year 8	Composite 1	Composite 2	Composite 3	Composite 4	Composite 5	Composite 6
	Health & Wellbeing	Living in the Wider World	Relationships & Sex	Health & Wellbeing	Relationships & Sex	Living in the Wider World
	Mental Health	Rule of Law	Identity & Relationships	Exploring Influence	Exploitation & Gangs	World of Work
1	What influences our mental health?	How can we be more active in improving our academy? British & School Values (FBV)	What is consent?	What effects do drugs have in the body? Alcohol	Bullying or Banter?	What is important to you? Beliefs
2	What are stress and anxiety?	Why do we need laws? Rule of Law (FBV)	What does a healthy relationship look like?	Is binge drinking dangerous?	What is grooming?	Are school and work really that different?
3	How can we challenge attitudes towards mental health? Myths & Stigma	How are laws made?	Sexuality, gender & Identity - are they the same thing?	Is it safe to vape?	What makes someone vulnerable to exploitation?	What are job sectors?
4	How does social media affect our views on body image?	What happens when you break laws?	How can peer pressure affect relationships?	Can drugs effect your mental health?	What is the appeal of being part of a gang?	How important are qualifications for my future?
5	How can I manage my emotions? Mindfulness	Why does visual content have age limits?	What is acceptable touching amongst my peers?	How can drugs affect your future?	How are young people exploited in gangs? County Lines	What is the difference between Credit and debit?
6	How can you protect yourself emotionally online?	How does our country differ from others? democracy/human rights	Is sexting dangerous?			How can money affect our mental health?
7		What is FGM?				

Year 8 LTP Overview		Pupils will know and understand
Composite 1	Health & Wellbeing: Mental Health & First Aid	<p>H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)</p> <p>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</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>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>H11. the causes and triggers for unhealthy coping strategies</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>H14. the benefits of physical activity and exercise for physical and mental health and wellbeing</p> <p>R2. indicators of positive, healthy relationships and unhealthy relationships, including online</p> <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>
Composite 2	Living in the Wider World: the Rule of Law	<p>C3. the precious liberties enjoyed by the citizens of the United Kingdom</p> <p>C4. the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals</p> <p>C8. the different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world</p> <p>C9. human rights and international law</p> <p>C11. diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding</p> <p>C12. the different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity</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>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>

Year 8 LTP Overview		Pupils will know and understand
Composite 3	Relationships & Sex: Identity & Relationships	<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>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>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</p> <p>R25. about the law relating to sexual consent</p> <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>that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this</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>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>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>
Composite 4	Health & Wellbeing: Exploring Influence	<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>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>R20. to manage the influence of drugs and alcohol on decision-making within relationships and social situations</p>

Year 8 LTP Overview		Pupils will know and understand
Composite 5	Relationships & Sex: Exploitation & Gangs	<p>R2. indicators of positive, healthy relationships and unhealthy relationships, including online</p> <p>R10. the importance of trust in relationships and the behaviours that can undermine or build trust</p> <p>R17. strategies to identify and reduce risk from people online that they do not already know; when and how to access help</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>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>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>H30. how to identify risk and manage personal safety in increasingly independent situations, including online</p>
Composite 6	Living in the Wider World: Building for the future	<p>L2. to review their strengths, interests, skills, qualities and values and how to develop them</p> <p>L4. the skills and attributes that employers value</p> <p>L6. the importance and benefits of being a lifelong learner</p> <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>L16. about values and attitudes relating to finance, including debt</p> <p>L17. to manage emotions in relation to money</p> <p>C6; the functions and uses of money, the importance and practice of budgeting, and managing risk.</p> <p>C13; income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent.</p> <p>W11. recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable</p>

Year 9 Life Skills Overview

	Composite 1	Composite 2	Composite 3	Composite 4	Composite 5	Composite 6
Year 9	Health & Wellbeing	Relationships & Sex	Living in the Wider World	Health & Wellbeing	Relationships & Sex	Living in the Wider World
	Emotional Wellbeing	Families & Intimate Relationships	Pathways	Contraception, Drugs & Law	Exploring social influences	Law & Order
1	What can trigger poor mental health in young people?	What are the key ingredients in a successful relationship?	What are my strengths?	What is contraception? (accessing help with sexual health)	How can I manage pressure in relationships?	How do laws protect us? Age related laws
2	Are all coping strategies positive?	How is the role of a parent different to a child?	Pathways What are my options at KS4 and Post 16?		Bullying or Banter?	Why do people commit crimes?
3	How important is sleep to my wellbeing?	What are the features of a happy family?	Pathways How can I make difficult decisions?	Are STI's dangerous?	Why is knife crime on the increase?	What are your rights with the Police?
4	Why is happiness and positivity so important to our health?	How do we challenge gender roles in relationships? LGBT+	Pathways Where can I get help?	What effects do drugs have on the body? Cannabis	What is honour based violence?	What can I expect when I earn a wage?
5	How can we support those suffering with grief and loss?	How can explicit content affect views on relationships and sex? Rape Culture	What are employers looking for?	Drugs and the law - What are the facts?	What is extremism?	What does the law say about young people and work?
6	How important are positive role models? Respect (FBV)	How can I take more responsibility for my physical wellbeing? Self-examination	What do you want from the world of work?		How we prevent radicalisation?	How can we challenge stereotypes in the workplace
7						

Year 9 LTP Overview		Pupils will know and understand
Composite 1	Health & Wellbeing: Emotional Wellbeing	<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>H6. how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary</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>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>H13. the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities</p> <p>H15. the importance of sleep and strategies to maintain good quality sleep</p> <p>H19. the importance of taking increased responsibility for their own physical testicular self-examination in late KS3; the purpose of vaccinations offered during adolescence for individuals and society</p> <p>H30. how to identify risk and manage personal safety in increasingly independent situations, including online</p> <p>R22. the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support</p>
Composite 2	Relationships & Sex: Families & Intimate Relationships	<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>R2. indicators of positive, healthy relationships and unhealthy relationships, including online</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>R11. to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships</p> <p>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)</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>
Composite 3	Living in the Wider World: Pathways	<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>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>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>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>W11: recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable</p> <p>W12: recognise when you are using qualities and skills that entrepreneurs demonstrate</p> <p>W14: know how to identify and systematically explore the options open to you at a decision point</p> <p>W15: know how to make plans and decisions carefully including negotiating with those who can help you get the qualifications, skills and experience you need.</p>

Year 9 LTP Overview		Pupils will know and understand
Composite 4	Health & Wellbeing Contraception, Drugs & Law	<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>R32. the communication and negotiation skills necessary for contraceptive use in healthy relationships (see also 'Health')</p> <p>R23. how to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner</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>H29. to overcome barriers, (including embarrassment, myths and misconceptions) about sexual health and the use of sexual health services</p>
Composite 5	Relationships & Sex: Exploring social influences	<p>R2. indicators of positive, healthy relationships and unhealthy relationships, including online</p> <p>R7. how the media portrays relationships and the potential impact of this on people's expectations of relationships</p> <p>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</p> <p>R28. to gauge readiness for sexual intimacy</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 (KS4)</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>R45. about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours</p> <p>R47. motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon</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>L28. to assess the causes and personal consequences of extremism and intolerance in all their forms (KS4)</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 (KS4)</p> <p>H23. strategies for identifying risky and emergency situations, including online; ways to manage these and get appropriate help, including where there may be legal consequences (e.g. drugs and alcohol, violent crime and gangs) (KS4)</p>
Composite 6	Living in the Wider World: Law & Order	<p>L5. about the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities</p> <p>L10. to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations</p> <p>L13. about young people's employment rights and responsibilities</p> <p>R45. about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours</p> <p>R38. factors which contribute to young people becoming involved in serious organised crime, including cybercrime</p> <p>C4. the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals</p> <p>C10. the legal system in the UK, different sources of law and how the law helps society deal with complex problems</p> <p>W8. identify how to stand up to stereotyping and discrimination that is damaging to you and those around you</p> <p>W8. recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know your rights and responsibilities in relation to these issues</p>

Year 10 Life Skills Overview

Year 10	Composite 1	Composite 2	Composite 3	Composite 4	Composite 5a	Composite 5b	Composite 6
	Health & Wellbeing	Living in the Wider World	Relationships & Sex	Health & Wellbeing	Relationships & Sex	Living in the Wider World	Living in the Wider World
	Independent Health Choices	Independent Life Choices	Changing relationships	Independent Sexual Choices	Role Models	Finance	Building for the future
1	How can you recognise the signs of poor mental health?	How do laws protect our freedom? Liberty (FBV)	Why do we have sex? pleasure/family	Why is sexual health still taboo?	How can I be an active citizen?	How can you successfully manage your money?	What is my current skillset?
2	How can we manage our wellbeing during times of stress?	How can fake news affect society?	Is commitment important in relationships?	Can all STI's be cured? HIV/AIDs	What is community cohesion?	How is money changing?	
3	How can substance abuse affect the lives of myself and others?	How important is my digital footprint for my future?	Can marriage ever be illegal? Forced and arranged marriage	What is fertility? Menopause/lifestyle/sti's/IVF	How can we challenge prejudice and discrimination? Tolerance (FBV)	How can you keep your money safe? Savings/Loans/Gambling	What are application skills? CV's/application forms/covering letters/job adverts
4	Can social media be damaging to our mental health?	Where do you see your future self? action planning	Can online relationships ever be safe?	What can happen during pregnancy? Developing foetus, miscarriage	What can you do to be a positive role model? Respect (FBV)		
5	How can we combat addiction?		What is gaslighting?	What are the options for unplanned pregnancy? abortion/adoption/fostering			Why is thinking ahead important? post 16/ qualification types
6	How does society influence our appearance? tattoos/piercing/sunbeds	What career opportunities are there online?	How can you identify a toxic relationship? Domestic Violence	What are the benefits of blood and organ donation?			
7		What opportunities are there for work? LMI - local/national/international					

Year 10 LTP Overview		Pupils will know and understand :
Composite 1	Health & Wellbeing: Independent health Choices	<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>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>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</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>H13. to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical and mental health</p> <p>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</p> <p>H18. the ways in which industries and advertising can influence health and harmful behaviours</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>
Composite 2	Living in the Wider World: Independent Life Choices	<p>L1. to evaluate and further develop their study and employability 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>L10. to develop their career identity, including values in relation to work, and how to maximise their chances when applying for education or employment opportunities</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> <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>L27. strategies to critically assess bias, reliability and accuracy in digital content</p> <p>C3. the precious liberties enjoyed by the citizens of the United Kingdom</p> <p>C4. the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunal</p> <p>C9. human rights and international law</p> <p>W1. recognise how you are changing, what you have to offer and what’s important to you</p> <p>W2. explain how you manage your wellbeing, progress and achievements through telling your story in a positive way</p> <p>W10. build your personal networks of support including how to access and make the most of a wide range of impartial face-to-face and digital careers information, advice and guidance services</p> <p>W14. be able to research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals</p> <p>H1. to accurately assess their areas of strength and development, and where appropriate, act upon feedback</p>

Year 10 LTP Overview		Pupils will know and understand :
Composite 3	Relationships & Sex: Changing Relationships	<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>R9. to recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours</p> <p>R14. the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks</p> <p>R15. the legal and ethical responsibilities people have in relation to online aspects of relationships</p> <p>R16. to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help</p> <p>R17. ways to access information and support for relationships including those experiencing difficulties</p> <p>R21. the skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple</p> <p>R22. to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences</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 doing so; sources of appropriate advice and support, and how to access them</p> <p>H26. the different types of intimacy — including online — and their potential emotional and physical consequences (both positive and negative)</p>
Composite 4	Health & Wellbeing: Independent Sexual Health Choices	<p>H15. the purpose of blood, organ and stem cell donation for individuals and society</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> <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>
Composite 5a	Relationships & Sex: Role Models	<p>C12. the different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity</p> <p>R34. strategies to challenge all forms of prejudice and discrimination</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>

Year 10 LTP Overview		Pupils will know and understand :
Composite 5b	Living in the Wider World: Finance	<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> <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>C13. income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent.</p>
Composite 6	Living in the Wider World: Building for the Future	<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> <p>L4. about the range of opportunities available to them for career progression, including in education, training and employment</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> <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>W3. review and reflect upon how you are benefitting as a learner from careers, employability and enterprise activities and experiences</p> <p>W7. be able to find relevant labour market information (LMI) and know how to use it in your career planning</p> <p>W11. show how you are developing the qualities and skills which will help you to improve your employability</p>

Year 11 Life Skills Overview

Year 11	Composite 1		Composite 2	Composite 3
	Next Steps		Wellbeing	Managing Risky Situations
1	What options do I have after Y11?	Sixth Form/College/ Apprenticeship visits - TBC Complete applications	How can I manage a work/life balance?	How can social media influence our decisions?
2	How do I make my application stand out?		Why is mental health a 'silent emergency' for men?	
3	What are personal statements?		How can grief affect someone?	What types of employment exist? Employment types/volunteering
4	How do I write personal statements?		How can I make informed decisions about my health?	How can I deal with discrimination in the workplace?
5	How can I prepare for an interview?			How can I manage changing relationships?
6	Are apprenticeships for me?			How can social media influence our decisions?
7		How can I manage my online reputation?		

Year 11 LTP Overview		Pupils will know and understand:
Composite 1	Living in the Wider World: Next Steps	<p>L1. to evaluate and further develop their study and employability skills</p> <p>L3. how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability</p> <p>L4. about the range of opportunities available to them for career progression, including in education, training and employment</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> <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>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>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>W14. be able to research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals</p> <p>W15. know how to make plans and decisions carefully including how to solve problems and deal appropriately with influences on you</p>
Composite 2	Health and Wellbeing: Wellbeing	<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>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</p> <p>H11. to make informed lifestyle choices regarding sleep, diet and exercise</p> <p>H13. to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical and mental health</p> <p>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</p> <p>H16. how to take increased personal responsibility for maintaining and monitoring health including cancer prevention, screening and self-examination</p>
Composite 3	Relationships and Sex Education, Health and Wellbeing and Living in the Wider World: Managing Risk	<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>R11. strategies to manage the strong emotions associated with the different stages of relationships</p> <p>R12. to safely and responsibly manage changes in personal relationships including the ending of relationships</p> <p>H12. the benefits of having a balanced approach to spending time online</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>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>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>W8. recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know your rights and responsibilities in relation to these issues</p>