

Personal Development at Marjory Kinnon School

INTENT

As a specialist setting supporting autistic pupils with complex needs, we understand the significance of personal development. Being able to recognise how you feel and then make appropriate, and contextually specific, decisions based on this is a fundamental skill necessary to live a happy and healthy life. We value the knowledge, expertise and research of others and believe that a coherent, respectful and inclusive approach to promoting personal development is paramount. Alongside our own bespoke resources and approaches, we have drawn on well-respected and evidence-based approaches from the Autism Education Trust (AET), Social Thinking, Nurture UK and the Education Endowment Foundation (EEF).

Our Personal Development curriculum aims to support pupils to:

- Recognise their own emotions and feelings.
- Identify and use appropriate strategies for emotional regulation.
- Experience happiness, fun and enjoyment.
- Know and understand how to keep themselves and others safe.
- Develop resilience, self-esteem and a positive sense of self.
- Foster and maintain positive and safe relationships.
- Promote strong mental health and wellbeing.
- Broaden their social, moral, spiritual and cultural development.
- Be prepared for their next stage of education and life.

We pride ourselves on our deep knowledge of trauma-informed approaches and practices, which strengthen our expertise in supporting children and young people in their personal development.

IMPLEMENTATION

Our Personal Development curriculum strand is split into five key areas, each with its own assessment framework and curriculum resources:

- Social, emotional, mental health – Thrive and Zones of Regulation.
- Relationships (and sex) education (RSE) including personal safety and The Story Project and 3D PSHE Scheme.
- Spiritual, moral, social and cultural development.
- SCERTS - social communication, emotional regulation.
- Enrichment.

The EEF (2022) identifies the use of metacognition and self-regulation approaches as having a 'very high' positive impact for pupils, based on extensive evidence. Specifically, 'metacognition and self-regulation strategies are most effective when embedded in a school's curriculum'. The Zones of Regulation and SCERTS approaches are central to our Personal Development curriculum. Pupils learn how to organise their feelings into different Zones and use metacognitive strategies to self-regulate in order to meet their personal and social goals. Staff continually model how they recognise and manage their own emotional regulation, with a significant focus on reflection and restoration. Our SCERTS framework is integrated in our curriculum and supports pupils to understand how their thoughts and feelings may differ to other people, and that anyone's behaviours influence how other people think and feel. We emphasise choice and agency, and work in a neuro-affirming way to support improved acceptance, awareness and celebration of neurodiversity. The SCERTS framework is based on their own research and consultation with education practitioners, parents, pupils, and autistic adults.

Aspects of the SCERTS Framework are directly incorporated into our Personal Development curriculum: personal safety, road safety and travel, and leisure. Teachers plan lessons that promote development in these core areas as part of the school's universal provision. RSE and PSHE content is supplemented through the use of 3D schemes of work, The Story Project and resources. This is a PSHE Association Quality Assured Resource and provides teaching staff with a secure and validated starting point from which content is then adapted and differentiated to meet individual class and pupil need.

Enrichment is a very important part of our personal development curriculum. A variety of After School Clubs provide opportunities to socialise and develop social communication skills. Trips into the community help support integration and regulation in socially overwhelming places contributing to lifelong skills to tolerate and cope in social situations. Opportunities for residential and Duke of Edinburgh trips. Cultural days support understanding and tolerance for diversity and equality. Inclusive sports competitions, musical performance and choir trips into the community. Communication Café and work experience opportunities. Visits to Art Galleries and Theatres. A rich programme complements a school Life Skills curriculum.

IMPACT

Teachers, therapists and senior leaders directly monitor and evaluate the impact of our curriculum and pupils' personal development progress throughout the academic year via the SCERTS and THRIVE frameworks. SCERTS is a research-based educational approach and multidisciplinary framework that directly addresses the core challenges faced by autistic children, and their families. Staff are able to assess whether pupils are at one of the 3 stages:

- Social partner
- Language partner
- Conversational partner

Staff can then set specific SCERTS targets in collaboration with the Speech & Language Therapist that feed into their EHCPs.

Thrive is a trauma informed therapeutic approach and understanding of pupils' social and emotional developmental needs. Teachers and therapists can generate Thrive assessments and action plans to be used in a classroom setting or with the 1:1 Thrive Practitioners.

Our Personal Development curriculum strand is intentionally designed to meet pupils' outcomes on their EHCPs and Personalised Learning Plans (PLPS). Staff have knowledge and experience of approaches and strategies identified through Thrive Assessments, Targets and Approaches. The Thrive action plans and strategies identified contribute directly to pupils' PLPS. Through engaging with our curriculum, our pupils are able to expand their social lives and build positive relationships with peers and staff. We have pupils who, as a result of their own progress in their personal development, are now able to invite friends to a birthday party or attend a play date out of school. For many, this is their first experience of having an extended social group. One Year 6 leaver reflected that their proudest moment at school was "When I helped my friends". Another shared that their biggest achievement was "Being kind to friends, because I used to be a bit rude". Progress in personal development is demonstrated through a clear sense of school community and our values. As a result of their progress, the majority of pupils can now attend assemblies which inform, celebrate and challenge their understanding of the world. Pupils vote for and represent each other on the School Council, and recognise the value and importance of kindness, tolerance, respect, perseverance and equality. Our pupils celebrate both their diversity and their commonalities.

Pupils' improved self-awareness and knowledge of safety provides a secure foundation from which they can access the community with greater confidence. Our pupils are real ambassadors for the school. They consistently demonstrate independent application of the skills and knowledge they have acquired, accessing offsite visits and local amenities with pride. We regularly seek the views of our pupils and parents. Our pupils typically join us with negative views of school, and often themselves. However, they leave with these views significantly challenged and improved, ready to embrace their next stage of learning. A parent of a Year 11 leaver shared that their child, since joining Marjory Kinnon, had "Learnt to love school and now had the confidence to learn".

PERSONAL DEVELOPMENT ACTIVITIES & CURRICULUM AT MARJORY KINNON SCHOOL

1. Independence Skills - promoted using the TEACCH approach in classrooms that uses structures, routines and visual symbols to encourage independence:

- Making simple meals and snacks- Food Tech curriculum/Life Skills Flat.
- Personal hygiene routines- Hygiene rooms and programmes for pupils.
- Dressing independently- life skills curriculum.
- Organising personal belongings- life skills curriculum.
- Laundry and clothing care- life skills curriculum and flat.
- Using a timetable or visual schedule- TEACCH & SCERTS.
- Managing personal care routines- Hygiene plans/ PSHE.
- Packing a school bag- life skills lessons.
- Independent travel training- supported by MENCAP trainers in Secondary.

2. Communication and Social Skills

- Communication Boards, Symbols, Makaton.
- Communication Café.
- Turn-taking games- OPaL play activities.
- Role-play activities in the Primary Village Area at playtime OPaL.
- Social skills promoted through Thrive Approach in classrooms.
- Conflict resolution activities/restorative conversations where appropriate.
- Communication using AAC devices.

3. Emotional Wellbeing and Mental Health

- Thrive sessions.
- SCERTS and relaxation activities.
- Emotional regulation Thrive Interventions.
- Feelings check-ins- Zones of Regulation.
- Resilience-building activities.
- Therapeutic music, Thrive and play sessions.
- Emotional literacy programmes.
- Wellbeing walks.
- Breathing and calming techniques.
- Self-esteem development activities.

4. Physical Health and Wellbeing

- Adapted sports activities.
- Dance and movement sessions in PE.
- Swimming programmes.
- Healthy eating learning- Food Tech and Life Skills.
- Fitness challenges in PE.
- Outdoor education activities/OPaL.
- Team sports and competitions.
- Sensory circuits KS1.
- Sensory rooms and spaces.
- Horticulture and gardening experiences.

5. Preparation for Adulthood

- Work experience placements.
- Life Skills Curriculum.
- Enterprise projects.
- Mock interviews.
- Careers education sessions.
- Workplace visits.
- Job application practice.
- Budgeting and money management.
- Developing workplace behaviours.

6. Community Participation

- Shopping trips.
- Library visits.
- Café and restaurant visits.
- Using public transport.
- Charity fundraising events.
- Visits to local businesses.
- Participation in community projects.
- Environmental improvement activities/ Eco school council.
- Attending local events.

7. Citizenship and British Values

- School council participation.
- Voting activities.
- Learning about rights and responsibilities.
- Cultural awareness celebrations.
- Diversity and inclusion projects.
- Anti-bullying weeks.
- Democracy-themed activities.
- Charity and community support projects.
- School values Kindness, Respect and tolerance discussions.
- Current affairs discussions as appropriate.

8. Online Safety and Digital Skills

- Internet safety lessons.
- Cyberbullying awareness.
- Responsible social media use/mobile phone project with SaLT.
- Digital communication skills.
- Basic computer skills.
- Online research activities.
- Password security education.
- Safe online shopping awareness.
- Digital citizenship lessons.
- Assistive technology training.

9. Life Skills

- Money handling activities.
- Shopping and budgeting.
- Time management exercises.
- Road safety education.
- Household management skills.
- Gardening projects.
- Cooking programmes.
- First aid training.
- Problem-solving activities.
- Decision-making exercises.

10. Creativity and Self-Expression

- Art and craft projects.
- Music therapy sessions.
- Drama workshops.
- Dance performances.
- Photography projects.
- Creative writing activities.
- Talent shows.
- School productions.
- Poetry and storytelling.
- Multimedia projects.

11. Sensory Development

- Sensory room activities.
- Sensory circuits.
- Music and movement sessions.
- Tactile exploration activities.
- Sensory gardening.
- Relaxation experiences.
- Water play.
- Sensory storytelling.
- Aroma and texture exploration.
- Light and sound activities.

12. Relationships and Personal Safety

- Healthy relationships education/ Healthy Schools Bronze Award.
- Personal boundaries activities.
- Stranger awareness sessions.
- Consent and choice education.
- Keeping safe in the community.
- Trusted adults' identification.
- Personal safety workshops.
- Road and transport safety.
- Water and Fire safety.
- Emergency services awareness.
- Relationship-building activities.

13. Leadership Opportunities

- Eco-council representatives.
- School council members.
- Sports leaders.
- Charity event organisers.
- Peer support roles.

14. Enrichment Activities

- Educational visits.
- Residential trips.
- Horticulture and Gardening school sessions.
- School dog therapy programmes.
- Links and visits to Hounslow Urban Farm.
- Cultural experience days.
- Guest author presentations.
- Theme weeks- Creative arts, Science, Maths, Mental Health Awareness.
- Sports competitions- SEND London Inclusion School events.
- Arts festivals.
- STEM enrichment activities.

These activities support key SEND outcomes including **confidence, independence, communication, wellbeing, community engagement, employability. and preparation for adulthood.**

RSE within the PSHE Curriculum (KS1 to KS4)

Coverage of the curriculum is adapted to meet the pupils SEND needs

KS1 + KS2 Relationships Content	
Families & People Who Care for Me	
NL8, 12 RL2, 14, 23 KS1C2U3L3 KS1C2U4L5-6 LKS2C2U4L2 UKS2C2U4L1-5 RSE UNIT	Pupils should know: • That families are important for children growing up because they can give love, security and stability. • The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • That other children's families, either in school or in the wider world, sometimes look different from their own, but they should respect those differences and know that other families are also characterised by love and care. • That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. • That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed.
Caring Friendships	
NL4 RL7, 13, 25 KS1CUL1-5 KS1C2U4L1-4 LKS2C2U3L1 LKS2C2U5L1-4 RSE UNIT	Pupils should know: • How important friendships are in making us feel happy and secure and how people choose and make friends. • The characteristics of friendships that lead to happiness and security, including mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties. • That healthy, caring and kind friendships are positive and welcoming towards others and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. • That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. • That most friendships have ups and downs and that these can often be worked through so that the friendship is repaired or even strengthened. • About managing conflict with kindness and respect, and that violence is never right. • How to recognise when a friendship is making them feel unhappy or uncomfortable, how to seek help or advice from others, if needed.
Respectful, Kind Relationships	
NL4, 8, 13, 15, RL1, 4, 8, 15, 24 KS1C1U4L1,L6 KS1C2U1L7 KS1C2U2L1-5 KS1C2U3L1-6 KS1C2U4L1-4 KS1C3U1L4,5,6 LKS2C1U5L6	Pupils should know: • The importance of respecting others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people, and why this can be complicated. • The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults. • How to communicate effectively: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration.

LKS2C2U2L1-3 LKS2C2U3L1-4 LKS2C2U4L1-4 LKS2C2U5L1-3 LKS2C3U3L1 UKS2C2U3L2,3 RSE UNIT	• That they can expect to be treated with respect and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • The practical steps they can take in a range of different contexts to improve or support their relationships. • The conventions of courtesy and manners. • The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like self-esteem and building a sense of their own identity. • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs. • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust. • What a stereotype is and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype.
Online Safety & Awareness	
RL22 KS1C1U5L6 LKS2C1U6L1-4 UKS2C2U4L5	Pupils should know: • That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child. • That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact and how to report them. • That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults • That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online. • How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met. • How information and data is shared and used online, including where pictures or words might be circulated. • Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.
Being Safe	
KS1C1U5L4 KS1C1U5L7 LKS2C2U5L4 RSE UNIT	Pupils should know: • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). This can include learning about boundaries in play and in negotiations about space, toys, books, resources for example.

	• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • That each person's body belongs to them and the differences between appropriate and inappropriate or unsafe physical and other, contact. • How to respond safely and appropriately to adults they may encounter (in all context, including online) including those they do / don't know. • How to keep safe on roads, railways and around water. • How to recognise the dangers linked to fire • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. • How to report concerns or abuse, about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult, and the vocabulary and confidence needed to do so. • Where to get advice, for example from their family, school and/or other sources.
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KS1 + KS2 Health & Wellbeing Content

Mental Wellbeing

R L2, L14 KS1C1U2L1-4 KS1C1U4L1-5 KS1C1U5L5, L6 KS1C2U1L1, L2 KS1C2U2L1 LKS2C1U1L1, L2 LKS2C1U2L1-3 LKS2C1U5L1, L3-5 LKS2C1U6L1 LKS2C2U1L3 LKS2C2U3L1-4 LKS2C3U2L1 UKS2C1U1L1-3, L5 UKS2C1U2L2 UKS2C1U4L1-3 UKS2C2U1L3 UKS2C2U4L3	Pupils should know: • That mental wellbeing is a normal part of daily life, in the same way as physical health. • That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • Simple self-care techniques, including the impact of relaxation, time spent with friends and family and the benefits of hobbies and interests. • Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • It is common for people to experience mental ill health. For many people who do, the problems can resolve if the right support is made available and accessed, especially if they access support as early as possible. • To have some understanding of Knife crime awareness. • To develop skills to resolve conflicts resolution. • To have some awareness of what constitutes harassment and exploitation.
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Internet Safety & Harms	
KS1C1U5L6 LKS2C1U6L1-6 UKS2C1U5L6 UKS2C2U1L1 UKS2C2U4L5	Pupils should know: ▪ That for most people the internet is an integral part of life and has many benefits. ▪ About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. ▪ How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online. ▪ Why social media, some computer games and online gaming, for example, are age restricted. ▪ That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. ▪ How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. ▪ Where and how to report concerns and get support with issues online.
Physical Health & Fitness	
KS1C1U1L4-6 LKS2C1U2L1-3 UKS2C1U1L1, L3	Pupils should know: • The characteristics and mental and physical benefits of an active lifestyle. • The importance of building regular exercise into daily and weekly routines and how to achieve this, for example a daily active mile or other forms of regular, vigorous exercise. • The risks associated with an inactive lifestyle (including obesity).
Healthy Eating	
KS1C1U1L1-3 KS1C1U2L3 LKS2C1U3L1-3 UKS2C1U2L1-3	Pupils should know: • What constitutes a healthy diet (including understanding calories and nutritional content). • The principles of planning and preparing a range of healthy meals. • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, Alcohol & Tobacco	
UKS2C1U5L1-4 SRA UNIT	Pupils should know: • The facts about legal and illegal harmful substances and associated risks, including smoking, vaping and alcohol use and drug-taking.
Health & Prevention	
R11 KS1 C1U2L1-3 KS1 C1U5L1 KS1 C1U2L4-6 LKS2C1U2L4 LKS2C1U7L2 UKS2C1U1L4, L6	Pupils should know: • How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • About safe and unsafe exposure to the sun and how to reduce the risk of sun damage, including skin cancer. • The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • About dental health and the benefits of good oral hygiene, including visits to the dentist. • About personal hygiene and germs including bacteria, viruses, how they are spread and the importance of handwashing. • The facts and science relating to immunisation and vaccination

Basic First Aid	
LKS2C1U8L1-3 UKS2C1U5L5	Pupils should know: • Know how to make a clear and efficient call to emergency services if necessary. • Concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing Adolescent Body	
KS1C1U3L1-6 LKS2C1U7L1-2 UKS2C1U1L1-3 RSE UNIT	Pupils should know: • Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • The correct anatomical terminology, including names for genitalia.
RSE UNIT - Relationships & Sex Education SRA UNIT - Substance Related Abuse N - Nursery R - Reception	
KS1 - Key Stage LKS2 - Lower Key Stage 2 UKS2 - Upper Key Stage 2	

KS3 + KS4 Relationship Content	
Families	
Yr7 C2U2L1-3 Yr8 C2U3L1, L2 Yr10 C2U1L2, L3 Yr10 C2U3L2 Yr11 C2U1L1 Yr11 C2U3L1	Pupils should know: • That there are different types of committed, stable relationships. • How these relationships might contribute to wellbeing and their importance for bringing up children. • Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony. • That ‘common-law marriage’ is a myth, and cohabitants do not obtain marriage-like status or rights from living together or by having children. • That forced marriage and marriage before the age of 18 are illegal. • How families and relationships change over time, including through birth, death, separation and new relationships. • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting and the importance of the early years of a child’s life for brain development. • How to: judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm or when they are unsure who to trust.
Respectful Relationships, including Friendships	
Yr7 C1U2L2 Yr7 C2U1L1 Yr7 C2U3L1-2 Yr7 C2U4L1 Yr8 C2U1L1, L2 Yr8 C2U2L1, L2 Yr8 C2U3L3 Yr8 C3U1L1-4 Yr9 C2U1L1-2	Pupils should know: • About the characteristics of positive relationships of all kinds, online and offline including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy and the management of conflict, reconciliation and ending relationships. • How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal. • The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one’s own

	interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others. • What tolerance requires, including the importance of tolerance of other people's beliefs. • The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict. • The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help. • Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration. • The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care and attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says 'yes' to doing something that doesn't automatically make it ethically okay. • How stereotypes, in particular stereotypes based on sex, gender, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupil should be equipped to recognise misogyny and other forms of prejudice. • How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others. • How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others. • How some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called 'involuntary celibates' (incels) or online influencers.
Online Safety & Awareness	
Yr8 C2U2L1-3 Yr8 C3U2L1-4 Yr10 C2U2L2 Yr10 C3U3L1, L2	Pupils should know: • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • About online risks, including that any material they provide to another has the potential to be shared and circulated online and the difficulty of removing potentially compromising material placed online. They should also understand the difference between public and private online spaces and related safety issues. • Not to provide material to others that they would not want distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images. • About the characteristics of social media, including that some social media accounts are fake, and/or may post things which aren't real or

	have been created with AI. They should also know that social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online. • That keeping or forwarding indecent or sexual images of someone under 18 is a crime (even if the photo is of themselves or someone who has consented, and even if the photo was created by that child and/or using AI). That there are potentially serious consequences of acquiring or generating these images. That sharing indecent images of people over 18 without their consent is also a crime. • How to seek support. They should also understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. • What to do and how to report when they are concerned about material that has been circulated, including information, images or videos, and how to manage issues online. • About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them. • That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. • Where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamourise behaviours which are unhealthy and wrong. • That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice. • How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns. • That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. That this can affect people who see pornographic content accidentally, as well as those who see it deliberately. That pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it. • How information and data is generated, collected, shared and used online. • That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (for example, to enable targeted advertising). • That criminals can operate online scams, such as using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion. • That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. That it is important to be able to critically think about new types of technology as they appear online and how they might pose a risk. • AI-generated images and deepfakes. • Online misogyny and harmful online communities. • Sextortion and online exploitation.
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	• Scams, fraud and financial harms online. • Critical evaluation of online content and influencers. • Privacy, consent and personal data protection.
Being Safe	
Yr9 C1U4L3 Yr9 C2U1L3 Yr9 C2U2L2 Yr10 C2U4L2, L3 Yr11 C2U1L3 Yr11 C2U1L3	Pupils should know: • How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent. • How to keep safe on roads, railways and around water. • How to recognise the dangers linked to fire • That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others. • How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others if needed. • How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. About ways of seeking help when needed and how to report harmful behaviour. That there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. About the importance of trusting their instincts when something doesn't feel right, and they should understand that in some situations a person might appear trustworthy but have harmful intentions. • What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it. • That sexual harassment includes unsolicited sexual language, attention or touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting. • About concepts and laws relating to: ○ Sexual violence, including rape and sexual assault. ○ Harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language. ○ Domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour. ○ Harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation. ○ Forced marriage. ○ Female genital mutilation (FGM), virginity testing and hymenoplasty. • That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed. • That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury.

	• That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death. • That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful. • How to seek support for their own worrying or abusive behaviour, or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse and where to seek medical attention when required, for example after an assault.
Intimate & Sexual Relationships, including Sexual Health	
Yr7 C2U2L2 Yr8 C2U1L3, L4 Yr9 C1U4L1-3 Yr9 C2U2L1 Yr10 C2U3L1-3 Yr11 C1U3L2 Yr11 C2U1L2-3, L5 Yr11 C2U2L1, L2 Yr11 C2U3L2	Pupils should know: • That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive. • The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex. • About sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, such as the law, their faith and family values. That kindness and care for others require more than just consent. • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. • That some sexual behaviours can be harmful. • The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making. • That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help. • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted. How risk can be reduced through safer sex (including through condom use). • About the use and availability of the HIV prevention drugs pre-exposure prophylaxis (PrEP) and post exposure prophylaxis (PEP), and how and where to access them. The importance of, and facts about, regular testing and the role of stigma. • About the prevalence of some STIs, the short and long-term impact they can have on those who contract them and key facts about treatment. • How the use of alcohol and drugs can lead to take risks in their sexual behaviour. • How to counter misinformation, including signposting towards medically accurate information and further advice and where to access confidential sexual and reproductive health advice and treatment. • How and where to seek support for concerns around sexual relationships including sexual violence or harms.

KS3 + KS4 Health & Wellbeing Content

Mental Wellbeing

Yr7 C1U1L1-3

Yr7 C1U2L1

Yr8 C1U1L1

Yr9 C1U1L1

Yr10 C1U1L1-7

Yr10 C2U1L1

Pupils should know:

- How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
- That happiness is linked to being connected to others.

How to recognise the early signs of mental wellbeing concerns.

- Understand how bereavement impacts emotional well-being and how to source help
- Common types of mental ill health (e.g. anxiety and depression).
- How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.
- The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.
- The facts about biological sex.
- Have some understanding of the law relating to gender reassignment.
- Different views without presenting contested concepts as established fact.

Internet Safety & Harms

Yr7 C2U3L2

Yr7 C3U2L1-3

Yr9 C1U2L1-2

Yr10 C3U3L1

Yr11 C1U2L1-2

Yr11 C2U1L1

Pupils should know:

- The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image, how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.
- How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.
- About misogyny and misandry and its harmful influences.

Physical Health & Fitness

Yr9 C1U1L1-3

Yr9 C1U3L2

Yr9 C3U4L1-3

Yr10 C1U1L2, L4

Yr11 C1U3L4

Pupils should know:

- The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
- The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health.
- About menstrual and gynaecological health.
- About conditions such as endometriosis and PCOS.
- Should know how to access healthcare services and understand consent to treatment.
- About the science relating to blood, organ and stem cell donation.

Healthy Eating

Yr8 C1U2L1-4

Yr9 C1U3L2

Pupils should know:

- How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Drugs, Alcohol & Tobacco	
Yr9 C1U3L3, L4 Yr11 C1U1L1-3	Pupils should know: • The facts about legal and illegal drugs and their associated risks, including the link between drug use and the associated risks, including the link to serious mental health conditions. • The law relating to the supply and possession of illegal substances. • The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. • The physical and psychological consequences of addiction, including alcohol dependency. • Awareness of the dangers of drugs which are prescribed but still present serious health risks. • The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.
Health & Prevention	
Yr8 C1U1L1 Yr8 C1U2L5 Yr9 C1U1L3 Yr10 C1U1L3 Y10C1U3L3 Yr11 C1U1L1 Yr11 C1U3L1	Pupils should know: • About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection and about antibiotics. • About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. • (Late secondary) the benefits of regular self-examination and screening. • The facts and science relating to immunisation and vaccination. • The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.
Basic First Aid	
Yr10 C1U2L1, L2 Yr10 C1U3L1, L2	Pupils should know: • Basic treatment for common injuries. • Life-saving skills, including how to administer CPR. • The purpose of defibrillators and when one might be needed.
Changing Adolescent Body	
Yr8 C1U1L1-4	Pupils should know: • Key facts about puberty, the changing adolescent body and menstrual wellbeing. • The main changes which take place in males and females and the implications for emotional and physical health.

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