



**The Secondary PSHE and
Relationships Education, Relationships and Sex
Education, and Health Education Handbook**

The PSHE and RSE curriculum is a fundamental cornerstone, in the education of pupils at Oakfield Short Stay School.

As such, it is taught in every Secondary provision Monday to Thursday. Lessons are 15 minutes long and either follow the year academic plan or respond to Safeguarding trends identified in CPOMS. Each week has a key theme and is structured using the CORE approach (Character, Oracy, Resilience, emotional literacy) to ensure that our learners are exposed to meaningful lessons that support them in gaining the knowledge and the skills that enable them to make informed and ethical decisions about their health, well-being, relationships and support them to understand and make sense of the world in which they live.

This is aligned meaningfully with our Vision:

Oakfield cares about every individual, empowers every voice and creates a true sense of belonging

Character Focussed lessons:

The focus of these lessons should be to foster a sense of belonging, identity and to promote consideration and respect towards others.

These lessons should always focus on what makes a good citizen, community and what it means to have moral integrity.

As a result, these lessons should actively promote the school values of:

Resilience, Respect, Reflective, Remarkable

Oracy focussed lessons:

The focus of these lessons should be to promote discussion and cognitive talk (please refer to the literacy strategy)

Resilience focussed lessons

Resilience lessons should centre on the challenges that pupils face in their lives and the skills that they need to develop to overcome them. Use the PowerPoint to support pupils develop the growth.



resilience%20PSHE
%20lessons.pptx

Emotional Literacy

Emotional Literacy focussed lessons should focus on:

Skill	Definition
Self-awareness	Knowing and valuing myself and understanding how I think and feel. When we can identify and describe our beliefs, values, and feelings, and feel good about ourselves, our strengths and our limitations, we can learn more effectively and engage in positive interactions with others.
Self-regulation (managing feelings)	Managing how we express emotions, coping with and changing difficult and uncomfortable feelings, and increasing and enhancing positive and pleasant feelings. When we have strategies for expressing our feelings in a positive way and for helping us to cope with difficult feelings and feel more positive and comfortable, we can concentrate better, behave more appropriately, make better relationships, and work more cooperatively and productively with those around us.
Motivation	Working towards goals, and being more persistent, resilient and optimistic. When we can set ourselves goals, work out effective strategies for reaching those goals, and respond effectively to setbacks and difficulties, we can approach learning situations in a positive way and maximize our ability to achieve our potential.
Empathy	Understanding others' thoughts and feelings and valuing and supporting others. When we can understand, respect, and value other people's beliefs, values, and feelings, we can be more effective in making relationships, working with, and learning from, people from diverse backgrounds.
Social skills	Building and maintaining relationships and solving problems, including interpersonal ones. When we have strategies for forming and maintaining relationships, and for solving problems and conflicts with other people, we have the skills that can help us achieve all of these learning outcomes, for example by reducing negative feelings and distraction while in learning situations, and using our interactions with others as an important way of improving our learning experience.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Theme: Families	Theme: Respectful Relationships	Theme: Online Safety and Awareness	Theme: Respectful Relationships and Intimate and Sexual Relationships, including Sexual Health	Theme: Online Safety and Awareness	Theme: Being Safe
Character: That forced marriage and marrying before the age of 18 are illegal.	Character: 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.	Character: The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. 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.	Character: 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. That some sexual behaviours can be harmful.	Character: That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should 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. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime	Character: 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.
Oracy: The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development.	Oracy: What tolerance requires, including the importance of tolerance of other people's beliefs.	Oracy: Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.	Oracy: The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, 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 ok.	Oracy: 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.	Oracy: 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.
Resilience: How families and relationships change over time, including through birth, death, separation and new relationships.	Resilience: 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.	Resilience: Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues.	Resilience: Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration. 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.	Resilience: What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online.	Resilience: 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.
Emotional Literacy: 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.	Emotional Literacy: 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.	Emotional Literacy: Not to provide material to others that they would not want to be 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.	Emotional Literacy: 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. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour. How and where to seek support for concerns around sexual relationships including sexual violence or harms. 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.	Emotional Literacy: That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught 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 glamorise behaviours which are unhealthy and wrong.	Emotional Literacy: The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Theme: Respectful Relationships	Theme: Online Safety and Awareness	Theme: Online Safety and Awareness	Theme: Being Safe	Theme: Being Safe	Theme: Intimate and sexual relationships, including sexual health
Character: How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice.	Character: 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. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it.	Character: That criminals can operate online scams, for example 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.	Character: That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting.	Character: 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.	Character: 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, e.g. the law, faith and family values. That kindness and care for others require more than just consent.
Oracy: 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.	Oracy: That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught 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 glamorise behaviours which are unhealthy and wrong.	Oracy: How information and data is generated, collected, shared and used online.	Oracy: The concepts and laws relating to sexual violence, including rape and sexual assault. The concepts and laws relating to 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	Oracy: The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour	Oracy: 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.
Resilience: Pupils should have an opportunity to discuss 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.	Resilience: . 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.	Resilience: 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. 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.	Resilience: 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.	Resilience: That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.	Resilience: 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.
Emotional Literacy: 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.	Emotional Literacy: That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.	Emotional Literacy: That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising).	Emotional Literacy: 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.	Emotional Literacy: 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.	Emotional Literacy: That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.

HT1 2026

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Theme: Health and Wellbeing	Theme: Health and Wellbeing – e-safety	Theme: MVP	Theme: Sexual Health	Theme: MVP	Theme: British Values	Theme: Developing bodies	Theme: LGBTQ+
Character: That happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed.	Character: Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.	Character: The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an educational tool. Children should be taught that carrying weapons is uncommon, and should not be scared into the perception that many young people are carrying knives (which can lead to the misconception that they need to carry a knife too)	Character: 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. intimate and romantic relationships without sex.	Character: Intro to MVP programme	Character: Tolerance of different faiths and religions: Accepting and respecting that others may have different faiths or no faith, ensuring no discrimination	Character: The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.	Character: the facts and the law about biological sex and gender reassignment. This should recognise that people have legal rights by virtue of their biological sex which are different from the rights of those of the opposite sex with the protected characteristic of gender reassignment
Oracy: How to critically evaluate which activities will contribute to their overall wellbeing.	Oracy: How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.	Oracy: How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure.	Oracy: How the different sexually transmitted infections (STIs), including HIV, are transmitted. How risk can be reduced through safer sex (including through condom use). 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	Oracy: My bystander toolkit	Oracy: <ul style="list-style-type: none"> democracy: An understanding that everyone has a voice and can influence decision-making, based on equality and freedom of speech. the rule of law: The understanding that rules and laws protect everyone, and that no one is above them. 	Oracy: About menstrual and gynaecological health, including: what is an average period; period problems such as premenstrual syndrome; heavy menstrual bleeding; endometriosis; and polycystic ovary syndrome (PCOS). When to seek help from healthcare professionals.	Oracy: recognise that people with the protected characteristic of gender reassignment, as with the other protected characteristics, have protection from discrimination and should be treated with respect and dignity.
Resilience: That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal.	Resilience: the benefits of limiting 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.	Resilience: How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media.	Resilience: 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, e.g. the law, faith and family values. That kindness and care for others require more than just consent.	Resilience: Intro to MVP programme	Resilience: mutual respect: Treating others with respect, understanding that people have different beliefs and values.	Resilience: The facts about puberty, the changing adolescent body, including brain development.	Resilience: facts about sexual health, including STIs, in a way that is relevant for all pupils, including those who are lesbian, gay, bisexual and/or gender questioning.
Emotional Literacy: How to talk about their emotions accurately and sensitively, using appropriate vocabulary.	Emotional Literacy: The benefits of limiting 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.	Emotional Literacy: Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime.	Emotional Literacy: That some sexual behaviours can be harmful.	Emotional Literacy: Intro to MVP programme	Emotional Literacy: Individual liberty: The protection of personal rights and freedom to make one's own choices	Emotional Literacy: The main changes which take place in males and females, and the implications for emotional and physical health.	Emotional Literacy: expressing views while remaining respectful of the opinions of others.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6:	Week 7	Week 8
Theme: Safeguarding – e-safety	Theme: Basic first aid	Theme: Physical health and Fitness	Theme: The Law	Theme: Health protection and prevention, and understanding the healthcare system	Theme: Exploring Belief	Theme: Personal safety	Theme: Personal safety
<p>Character:</p> <p>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; the impact that an over-reliance on online relationships, including relationships formed through social media, can have.</p>	<p>Character:</p> <p>The purpose of defibrillators, when one might be needed and who can use them.</p>	<p>Character:</p> <p>The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health.</p>	<p>Character: online behaviours including image and information sharing (including sexual imagery, youth-produced sexual imagery, nudes, etc, and including AI-generated sexual imagery and deepfakes). Pupils should understand the law about online sexual harassment and online sexual abuse including grooming and sextortion</p>	<p>Character:</p> <p>The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening.</p>	<p>Character:</p> <p>KS3: Creation stories KS4: Is it ever right to experiment on animals?</p>	<p>Character:</p> <p>The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an educational tool. Children should be taught that carrying weapons is uncommon, and should not be scared into the perception that many young people are carrying knives (which can lead to the misconception that they need to carry a knife too).</p>	<p>Character:</p> <p>How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media. KS4 peer pressure 2</p>
<p>Oracy: How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories.</p>	<p>Oracy: Basic treatment for common injuries and ailments.</p>	<p>Oracy:</p> <p>Factual information about the prevalence and characteristics of more serious health conditions.</p>	<p>Oracy:</p> <ul style="list-style-type: none"> hate crime the age of criminal responsibility medical consent, Gillick competence and parental responsibility 	<p>Oracy:</p> <p>How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals.</p>	<p>Oracy:</p> <p>KS3: Extremism KS4: When is it right to go to war?</p>	<p>Oracy: How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure.</p>	<p>Oracy: How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways – including level crossings - and water (including the water safety code), and in unfamiliar social or work settings (for example the first time a young person goes on holiday without their parents).</p>
<p>Resilience:</p> <p>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.</p>	<p>Resilience: Life-saving skills, including how to administer CPR</p>	<p>Resilience: The science relating to blood, organ and stem cell donation.</p>	<p>Resilience:</p> <p>protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation)</p>	<p>Resilience:</p> <p>Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics</p>	<p>Resilience:</p> <p>KS3: Laws and rules KS4: What are the rights and wrongs of the death penalty</p>	<p>Resilience: The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern.</p>	<p>Resilience: How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure.</p>
<p>Emotional Literacy: dealing with pressures to have sex</p>	<p>Emotional Literacy: First aid walking debate</p>	<p>Emotional Literacy: That physical activity can promote wellbeing and combat stress.</p>	<p>Emotional Literacy:</p> <ul style="list-style-type: none"> alcohol, smoking, vaping and nicotine products and illicit drug use gambling carrying knives and weapons extremism/radicalisation 	<p>Emotional Literacy: Dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing consumption of sugar-containing food and drinks, and regular check-ups at the dentist.</p>	<p>Emotional Literacy:</p> <p>KS3: forgiveness KS4: What are the rights and wrongs of abortion?</p>	<p>Emotional Literacy: How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media.</p>	<p>Emotional Literacy: Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime.</p>

HT3 2026

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Theme: Families	Theme: Equality	Theme: Safeguarding – e-safety	Theme: Health protection and prevention, and understanding the healthcare system	Theme: Healthy eating	Theme: Drugs, alcohol, tobacco and vaping
Character: That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children.	Character: Year 7: Being the same being different Year 8 Human rights and equality Year 9, 10, 11 Human Rights and hate crime	Character: The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online.	Character: The importance of sufficient good-quality sleep for good health, the importance of screen-free time before bed and removing phones from the bedroom, and how a lack of sleep can affect weight, mood and ability to learn.	Character: The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease.	Character: The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol.
Oracy: That there are different types of committed, stable relationships.	Oracy: Year 7: Being the same being different Year 8 Human rights and equality Year 9, 10, 11, Human Rights and hate crime	Oracy: How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories.	Oracy: Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics.	Oracy: How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease.	Oracy: The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health.
Resilience: The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development.	Resilience: Year 7: Being the same being different Year 8 Human rights and equality Year 9 10, 11 Human Rights and hate crime	Resilience: The serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it.	Resilience: How to navigate their local healthcare system: what a GP is; when to use A&E / minor injuries; accessing sexual health and family planning clinics; the role of local pharmacies; and how to seek help via local third sector partners which may have specialist services.	Resilience: The impacts of alcohol on diet and unhealthy weight gain.	Resilience: The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so.
Emotional Literacy: How families and relationships change over time, including through birth, death, separation and new relationships.	Emotional Literacy: Year 7: Being the same being different Year 8, 9, 10, 11 Human rights and equality Year 9 Human Rights and hate crime	Emotional Literacy: 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; the impact that an over-reliance on online relationships, including relationships formed through social media, can have.	Emotional Literacy: The concept of Gillick competence. That the legal age of medical consent is 16. That before this, a child's parents will have responsibility for consenting to medical treatment on their behalf unless they are Gillick competent to take this decision for themselves. Pupils should understand the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment.	Emotional Literacy: The impacts of alcohol on diet and unhealthy weight gain.	Emotional Literacy: The law relating to the supply and possession of illegal substances.

HT4 2027

Week 1	Week 2	Week 3	Week 4
Theme: Drugs, alcohol, tobacco and vaping	Theme: Money Matters	Theme: Wellbeing online	Theme: Protected Characteristics
Character: The law relating to the supply and possession of illegal substances.	Character: FINANCIAL PAPERWORK AND BUDGETING: I know that the term 'credit' has two meanings; that on a credit card it means borrowing money (debt), but an account 'in credit' means that there is money in it available to be spent.	Character: 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; the impact that an over-reliance on online relationships, including relationships formed through social media, can have	Character: Valuing Diversity
Oracy: The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so.	Oracy: MAKING FINANCIAL DECISIONS: I know that there are different ways to calculate value for money and that price is only one factor.	Oracy: The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online.	Oracy: Respecting Diversity
Resilience: The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.	Resilience: coping with financial pressures	Resilience: About the benefits of limiting 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.	Resilience: Stopping Hate Crime
Emotional Literacy: The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol	Emotional Literacy: IDENTIFYING AND REDUCING FINANCIAL RISKS: I know that if I take risks with money I need to manage the risks carefully and be prepared for any negative consequences e.g. gambling, investing, borrowing, not being insured, impacting my credit score.	Emotional Literacy: The serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it.	Emotional Literacy: Celebrating Diversity and learning about hate crime

HT5 2027

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Theme: Environment	Theme: British Values	Theme: Money matters	Theme: Safeguarding – e-safety	Theme: Consensual Relationships	Theme: Mental wellbeing	Theme: Oakfield Values	Theme: MVP
Character: WHAT CAN YOU(TH) DO FOR THE PLANET?	Character: Educate against Hate	Character: FINANCIAL PAPERWORK AND BUDGETING: I know the meaning of the most important financial information included in official paperwork such as bank statements, pay slips and utility bills.	Character: : understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to identify and report a range of concerns.	Character: That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.	Character: That gambling can lead to serious mental health harms, including anxiety, depression, and suicide, and that some gambling products are more likely to cause these harms than others.	Character: Respect	Character: Peer mentoring
Oracy: WHAT IS BIODIVERSITY AND WHY DOES IT MATTER?	Oracy: Educate against hate	Oracy: ADVERTISING, PEER AND MEDIA PRESSURE: I know some different ways in which companies and individuals may try to influence my saving and spending.	Oracy: understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to identify and report a range of concerns.	Oracy: 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, e.g. the law, faith and family values. That kindness and care for others require more than just consent.	Oracy: That the co-occurrence of alcohol/drug use and poor mental health is common and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug use can trigger mental health problems or exacerbate existing ones. That stopping smoking can improve people's mental health and decrease anxiety.	Oracy: Reflection	Oracy: respectful relationships
Resilience: THE WORLD'S PLAN FOR A BETTER AND HEALTHIER PLANET	Resilience: Educate against hate	Resilience: FRAUD AND IDENTITY THEFT: I know how to recognise and avoid potentially fraudulent situations when dealing with my money, including how to protect my	Resilience: understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content,	Resilience: How and where to seek support for concerns around sexual relationships including sexual violence or harms.	Resilience: Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it's possible to overcome those barriers using coping strategies, and that finding the courage to	Resilience:	Resilience: active bystander

		PIN/passwords and keep my card details and online identity safe.	contact and conduct and know how to report concerns.		participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it.		
Emotional Literacy: ACT FOR OUR PLANET: OUR TIME IS NOW	Emotional Literacy: Educate against hate	Emotional Literacy: CONNECTIONS BETWEEN THE WORLD OF WORK AND FUTURE ECONOMIC WELL-BEING: I know the potential link between qualifications and earnings and how that might affect what I could get paid in different jobs or careers.	Emotional Literacy: understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to identify and report a range of concerns.	Emotional Literacy: 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.	Emotional Literacy: Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully-presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions.	Emotional Literacy: Remarkable	Emotional Literacy: bullying

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Week 1	Week 2	Week 3	Week 4
Theme: MVP	Theme: Oakfield Values	Theme: Safeguarding e-safety	Theme: safeguarding
Character: peer mentoring	Character: Respect	Character: How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.	Character: How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
Oracy: peer mentoring	Oracy: Reflection	Oracy: That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.	Oracy: The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
Resilience: active bystander	Resilience:	Resilience: That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure	Resilience: How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
Emotional Literacy: gender based violence	Emotional Literacy: Remarkable	Emotional Literacy: 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.	Emotional Literacy: How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.