Creative Inclusion
LEARNING STUDIO

Curriculum Handbook

Curriculum Offer and Design Rationale

At Creative Inclusion we deliver a specialist, therapeutic curriculum incorporating Sensory Integration, Independent Living, Occupational Therapy, Speech and Language Therapy, Communication and Language, Creative Arts and Physical Development units. Creative Inclusion's specialist and therapeutic curriculum is complemented by a comprehensive Personal Development and Wellbeing Programme (PDWP), provision for which comes from a range of identifiable sources. Both the Curriculum and PDWP reflects the needs of the young people and the ethos of our provision.

Personal development and wellbeing delivers PSHE, RSE, health education, citizenship, careers, financial literacy, British values, character education, focus days, specialist workshops delivered by external providers and aspects of the Creative Inclusion experience.

We recognise and celebrate all individuals in this diverse community. We aim to empower all young people with the confidence, skills, and knowledge to be safe and healthy, to form and maintain good relationships, and feel positive about their future.

Intent

Creative Inclusion believes that a specialist, therapeutic curriculum, and a rigorous and robust personal development and wellbeing programme, which incorporates all aspects of PSHE, RSE, health, character and values education is an essential part of a young person's learning and growth and is a key opportunity for Creative Inclusion to promote the spiritual, moral, social, cultural, mental, and physical development of the young people accessing our services. We have an obligation to provide young people with high-quality stage and age-appropriate teaching of these subjects.

This handbook outlines how Creative Inclusion's Curriculum and Personal Development and Wellbeing Programme will be organised and delivered to ensure it meets the needs of every young person we work with. The Curriculum and PDWP together will help to prepare young people for the opportunities, responsibilities, and experiences of adult life and enable them to become well-rounded members of society, who can make informed decisions about their own choices, health, and lives, as well as being able to contribute positively within the local community and wider British society.

Implementation

The Curriculum and PDWP are delivered through weekly sessions, workshops, and the Creative Inclusion Way. There are also identified topics that are covered through focus drop-down days. Most of the curriculum and PWDP content is delivered by Creative Inclusion staff; the relationship and sex Education is delivered by specialist

staff. We also have external visitors and guest speakers who contribute to other areas, such as the work on risk, safety and first aid, music and creative arts.

The focus drop-down days are designed to:

- Provide opportunities for young people to develop their leadership skills.
- Enable the personal coaching and mentoring of young people.
- Communicate consistent messages to young people.
- Promote the Creative Inclusion Way.
- Develop understanding of fundamental British values and the appreciation of diversity.
- Cover elements of personal, social, health, and economic education.
- Respond to local, national, and global events.
- Promote respectful discussion and encourage young people to give extended spoken responses to improve oracy.
- Offer opportunities for Creative Inclusion staff to celebrate success with young people.

Specialist, Therapeutic Curriculum

Our aim is to ensure that every child and young person continues their education when they cannot attend school. We transform young people's life chances through a needs-led, ambitious and intellectually stimulating learning experience. We believe that this includes contributing to success in public examinations (where applicable) and preparation for adulthood.

Creative Inclusion does not replace the school. We are a high-quality partner to schools, helping them achieve their ambitions for the children and young people they serve, and we continually seek, and are open to their challenge and feedback.

Developmental Stages

The specialist curriculum is structured using three starting point stages:
- Early Development
- Building Understanding
- Applying Learning

Domains of learning

The subject areas offered in the specialist curriculum include:
- Communication and Language
- Independent Living
- Physical Development
- Creative Arts

For each of these subject areas, a maximum of six units are offered, including content for young people at the Early Development, Building Understanding and Applying Learning stage. Masterclasses are also offered in Physical Development.

Units of work for the specialist curriculum are as follows:

Communication and Language – Changes and Transitions, Celebrations and Festivals, Clothes and Fashion, Seasons, Our World and Holidays.

Independent Living – Home Management, Personal Care, Daily Living Skills, Community Living, World of Work and Staying Safe.

Physical Development – Movement & Balance, Keeping Strong, Fit & Healthy, and Target Sports & Games.

Creative Arts – in this unit both music and art are applied to the units covered in Communication and Language.

The therapeutic modules consist of 14 sequenced sessions in each unit to support each young person's unique developmental progress.

The therapeutic curriculum covers:
- Speech and Language Therapy
- Occupational Therapy
- Sensory Integration

Speech and Language Therapy – Attention and Listening, Interaction and Communication, Understanding Language, Using Language, Verbal Reasoning, and Emotional Regulation and Self-esteem.

Occupational Therapy – Gross Motor Skills, Fine Motor Skills, Visual Perception, Handwriting, Executive Functioning, and Activities of Daily Living.

Sensory Integration – Visual Sense, Auditory Sense, Sense of Touch, Movement Sense, Oral Breathing, and Interoception.

Units are pitched so that children and young people with different starting points can access them. Sessions are sequenced so that each builds on prior learning and activities are scaffolded so all children and young people can succeed and achieve regardless of starting point.

Learner engagement

Children and young people need to be thinking during their sessions so they can effectively engage with the subject and to strengthen memory of what is being learnt. Therefore, at Creative Inclusion we exercise their minds throughout the sessions, motivating and engaging them through our creative approach to teaching and learning. The content we teach is inherently interesting, and the joy of participating and learning is our primary motivator.

PDWP sessions

The PDWP covers Citizenship, Relationship Education, Relationship and Sex Education (RSE), Health Education, Careers and additional Creative Inclusion elements which are tailored to address the needs of our young people and the local

community; the teaching and content is age appropriate and delivered in a sensitive and timely way regardless of prior learning and attainment. Young people are supported in sessions by Creative Inclusion staff. Sessions are encouraged to be discussion based with plenty of opportunity for young people to ask questions and promote their voice.

Statutory Content - RSE, Health & Careers Education

The statutory content is delivered using Bounce Forward, The PSHE Association, and The Duke of Edinburgh Schemes of Learning. All young people have two sessions per week. Each session has a detailed lesson plan, online video, printed resources, and opportunities for assessment are identified for each topic. Every topic has a Personalised Learning Checklist (PLC), which has been developed and written by the young person's mentor and is completed throughout each unit. Each PLC references the key learning for all themes and topics throughout the programme.

The Character Programme

Character education is delivered through the Duke of Edinburgh Award (DofE) resources. The DofE creates opportunities for social action enabling young people to be **confident** in their leadership, character, and personal wellbeing, **committed** to serving others and working for social justice, and **community minded** bringing flourishing and hope to communities. It is about helping young people understand the importance of demonstrating kindness, showing respect, and living without harm not just to those people who are like them but to people who are not like them: How we relate to people who don't think the same way as us, or believe the same things, is a crucial skill that needs to be taught.

Each half term there is a topic to focus on and there are high quality sessions plans attached to the scheme, a minimum of one session a week is dedicated to this programme.

The Values Programme

Values are basic and fundamental beliefs that guide or motivate our attitudes and actions. They help us to work out what is important to us. Values describe the sort of person we want to be; the way we treat ourselves and others, and our interaction with the world around us. They provide the general guidelines for our conduct.

At Creative Inclusion our values are embodied in the Creative Inclusion Way, which describes our rights and responsibilities while we are at our provision, and when we are in the wider community. Personal values are what we believe is right and wrong; these values can come from our family, our faith, or our cultural background.

British values are values that are important to us as members of British society. We value democracy, so we all have a say in who leads us. We value the rule of law, so we can be safe and secure. We value individual liberty, so we are free to make our

own choices and decisions. We value mutual respect and tolerance for people who are different to us, so we can be a successful school and society.

At Creative Inclusion we believe that following British values allows us to succeed and help those around us. Values are taught and we hope that our values programme helps young people to understand what they stand for, and what it is to be a member of a community.

The values programme is delivered through our daily Ready to Learn time. Each week of the term is allocated a value, and Ready to Learn activities are based around the discussion of the value followed by a "Creative Inclusion Moment" to encourage young people to respectfully discuss and debate a philosophical question about the weekly value; we encourage young people to give extended responses to improve their oracy skills.

Focus Drop-Down Days and Specialist Workshops

Focus learning days and specialist workshops are an opportunity for young people to have more focused learning around key content from the PDWP. The sessions are planned and delivered, primarily, by external providers who are experts in their fields to build on and drive forward the learning, understanding and wider cultural experiences of young people at Creative Inclusion.

The Wider Curriculum

PDWP plays a fundamental part in the planning for wider cultural opportunities. The co-curricular and enrichment programmes provide opportunities to acquire cultural capital and build upon young people's confidence, resilience, and self-knowledge. All young people can take part in clubs and societies that focus on creativity and culture, action and adventure and skills and scholarships. Young people will graduate from Creative Inclusion with a record that highlights and celebrates their achievements whilst with us.

Quality Assurance Processes

During the year there will be:

- Drop-ins by the referring school's Safeguarding Lead and SENDCo.
- Drop-ins by the CEO and Creative Inclusion Directors.
- Case Consultation Sessions.
- Internal moderation of the use of LearnTrek and Evidence for and of Learning data captures.
- Young people and staff voice.

Literacy in the Curriculum And PDWP

- Correct use of full sentences, using formal English is modelled by staff in their sessions.

- Opportunities to build confidence and ability when speaking in formal settings are provided in sessions.
- Young people are encouraged to correctly use formal English and full sentences when vocalising their explanations in sessions to staff and other young people.
- Young people will not be permitted to use slang and are always encouraged to use correct and formal terminology.

CPD Provision and Opportunity

Staff teaching the Curriculum and PDWP are encouraged to identify areas for development, and source CPD by liaison with relevant staff. If required, opportunities will be provided to access external CPD and 'in-house' support and training.

Curriculum Overview

Creative Inclusion utilises National Academy Specialist and Therapeutic Curriculum plan and session content, and AQA Unit Awards. To access the resources please click on the link below:

The National Academy Specialist and Therapeutic Curriculum.

AQA Unit Awards

Creative Inclusion PSRHE Programme Overview

Year 7	Year 8	Year 9	Year 10	Year 11
Intro to PSHE	Intro to PSHE	Intro to PSHE	Intro to PSHE	Intro to PSHE
Rules, Fairness, Rights & Responsibilities	Laws, and the Justice System	Liberty & Freedom	Relationships	Planning for the Future
Growing Up	Risk & Safety	Planning for the Future	Sex, Sexuality & Sexual Health	Parliamentary Democracy
Healthy Lifestyles			Emotional Wellbeing & Mental Health	Examination Preparation
Identity	Relationships	Alcohol, Tobacco & Other Drugs	Identity	
		Healthy Lifestyles	Communities	
	Emotional Wellbeing & Mental Health	Sex, Sexuality & Sexual Health		
Communities		Risk & Safety	Finance	
	Alcohol, Tobacco & Other Drugs	Money & Me	Planning for the Future (Including Work Experience)	
Employer Visits		Business & Enterprise		

Character Programme incorporating The Duke of Edinburgh Award

Autumn Term	Year 7	Year 8	Year 9	Year 10	Year 11
Theme	**Starting as we mean to go on**	**Celebrating our differences**	**Finding my voice**	**Owning my journey**	**Breaking down the journey**
Key Learning	Young people learn about personal organisation and can identify what is important in their lives. Young People understand the power of words for good and for harm and organise acts of kindness.	Young People learn how to appreciate and handle differences effectively within a team. Young People can engage in productive discussion and have the tools to navigate verbal and online communication.	Young People can moderate their voice and body language when presenting their view to a group and when feeding back to individuals. Young People understand the importance of motivation and respect for effective leadership.	Young People embrace challenge as a means to improve and can effectively prioritise. Young People understand strategies for independence and performance.	Young People understand the importance of resilience and organisation to their studies, and how this helps to maintain positive mental health. Young People begin to think critically about the nuance of communication and how this will relate to their future.

Spring Term	Year 7	Year 8	Year 9	Year 10	Year 11
Theme	**Expressing myself effectively**	**Thinking with a clear head**	**Adapting my voice**	**Owning my actions**	**Charting the course**
Key Learning	Young People can reflect on how they show resilience to overcome barriers. Young People can reflect on how they communicate, especially with those who are not like them.	Young People can reflect on their decision making and thought processes to ensure a positive approach to future choices. Young People engage with different groups/audiences in ways which promote clear communication and inclusivity.	Young People use appropriate language in all settings, including online and more formal situations. Young People identifying organisational techniques that work for them and can apply organisation to their talk.	Young People can identify when others are at risk of harm and can demonstrate compassion. Young People are increasingly self-motivated and resilient, embracing feedback as a means to progress.	Young People understand that that the world is continually changed by those who act on initiative and who solve problems creatively. Young People develop mental toughness, allowing them to overcome setbacks and stay on track.

Summer Term	Year 7	Year 8	Year 9	Year 10	Year 11
Theme	**Starting as we mean to go on**	**Committing to growth**	**Growing in confidence**	**Owning my decisions**	**Finishing with pride**
Key Learning	Young People can reflect on decision making, including their online behaviour and healthy lifestyle choices. Young People learn about what it means to take initiative, to set goals and to lead others.	Young People approach problems and challenges in a methodical and open-minded way. Young People understand that honest reflect and clear vision are fundamental to personal development and building resilience.	Young People develop a sense of pride and confidence that helps them to overcome setbacks. Young People appreciate the attractiveness of both initiative and interpersonal skills to those around them and to future employers.	Young People understand that both logic and empathy contribute to a strong personal performance as an individual and a leader. Young People can reflect and recharge, informing their decision making and allowing them to sustain strong performance.	This term is left clear for examinations and revision.

The Duke of Edinburgh Award

Module 1	Leadership
Key Learning	The first module introduces young people to the idea of Leadership, explores why it is important to be part of their communities, how they can serve others and encourages them to explore their soft skills and character traits. Specific Skills Focus: • Self-Awareness • Active Listening • Effective verbal communication • Co-operation

Module 2	Building A Team
Key Learning	The second module continues to build on the leadership skills identified in Module 1, as young people reflect on the targets they have set themselves and seek to build on these skills. Young people are introduced to the skill of emotional intelligence and why having good emotional intelligence is important for resolving conflict when working in a team. Young people will consider individual roles within a team, strengths, and weaknesses, and how negotiation and the ability to give constructive feedback, contribute to an effective team. Specific Skills Focus: • Be emotionally intelligent. • Identify team roles; delegation. • Negotiation • Give constructive feedback.

Module 3	Getting Ready to Run
Key Learning	Module Three builds on the leadership skills acquired in Modules One and Two. The sessions guide young people through the decision making and planning process, providing a practical step by step model to thinking strategically, using enquiry skills, and managing work priorities. Specific Skills Focus: • Think strategically. • Develop enquiry skills. • Plan and prepare. • Manage your time.

The Values Programme

Value/Theme of the week	Definition	Creative Inclusion Moment	Value of the Week
Introduction	Values are principles or standards of behaviour, one's judgement of what is important in life.	Do your values determine your character?	What are the values that are important to you?
Mutual Respect	Mutual respect is understanding that we all don't share the same beliefs and values. Respecting the values, ideas and beliefs of others whilst not imposing our own on others.	Is respect a right or does it have to be earned?	What are the signs that you are giving someone respect? How can you tell if someone is respecting you? Is it better wo be liked or respected?
Individual Liberty	"The right to believe, act and express oneself freely." Individual liberty is the free exercise of rights. It is the protection of your rights and the rights of others. It is seen in day-to-day life through equality and human rights, showing respect for the dignity, rights, choices, values, and individuality of others.	When does freedom of speech become hate speech?	Does individual liberty mean you can do what you want when you want?
Acceptance (tolerance)	Tolerance is the ability or willingness to endure the existence of opinions, values, ideas, and beliefs that we dislike or disagrees with. Acceptance is understanding that we all don't share the same beliefs and values and respecting the opinions values, ideas and beliefs of others whilst not imposing our own onto them.	Should we go beyond tolerance to acceptance in our dealings with others?	What are the differences between tolerance and acceptance? Is tolerating other people's faith and beliefs enough, or do we need to accept them? Why?

The Rule of Law	Laws are made to maintain order in our society and to provide a safe and harmonious environment for all people living in our country. Governments and citizens must obey the law. Everyone is treated equally and if anyone breaks the law, they will be subject to the same courts and punishments regardless of who they are or what they believe. The rule of law is the principle that no one is above the law.	Is it ok to bring the law from your country into someone else's?	Why do we have rules in school? Should everyone be treated equally or equitably? Can rules and laws do this?
Democracy	A culture built upon freedom and equality, where everyone is aware of their rights and responsibilities. The system of government is based on the belief that all people should be free and equal.	Ghandi said that democracy gives "the weak the same chance as the strong". How far do you think this is true in the world?	Why is it important to experience aspects of a democratic society within our school environment?
Balance	Giving equal time and attention to multiple things.	Can you achieve happiness or fulfilment without balance?	What do you think work-life balance means? How do you achieve it?
Responsibility	Doing things, we are supposed to do and accepting the positive or negative outcomes of our actions.	s there ever a situation in which a person has no choices?	When you become an adult you gain new responsibilities – what can these be? What may happen if you shirk those responsibilities?
Motivation	The need, reason, or enthusiasm for doing something.	Is motivation inherited or taught?	Sometimes we may lack motivation, in what ways do you think you could help improve your motivation or that of others?

Forgiveness	A conscious, deliberate decision to release feelings of resentment or vengeance towards a person.	Does turning the other cheek make you a coward?	What would our school or the world be like if forgiveness didn't exist?
Compassion	The quality of being generous, helpful, and caring about and towards others.	Can you ever be truly kind to others if you are not kind to yourself?	"My religion is very simple. My religion is kindness" -14th Dalai Lama How do you show kindness to someone who is being unkind to others?
Determination	Having the courage and willpower to complete something regardless of any barriers that you may come across.	Are people born determined and disciplined?	"The difference between a successful person and others is not a lack of strength, not a lack of knowledge, but rather a lack in will." — Vince Lombardi Why is it likely that somebody with exceptional determination will achieve more in life than someone that lacks determination?
Dignity	The importance and value given to a person that allows them to feel honoured and respected.	How do you think your community would change if everyone's right to dignity was abused?	What do workplaces (or we at school) do to protect dignity? Is there anything more that you think society could do to ensure everyone's dignity and worth?
Honesty	Telling the truth, no matter what consequences you may face. An honest person does what they say they are going to do and never lies, cheats, or steals.	Is honesty always the best policy?	Think of a time when you have been honest. What were the consequences of telling the truth? How did you feel after doing the honest thing? Has there ever been a time when you have been dishonest? What was the consequence? How did it make you feel?

Patience	The ability to wait, or to continue doing something despite difficulties, or to suffer without complaining or becoming annoyed	Is patience a virtue or a vice?	What situations are difficult to show patience? What situations (if any) are easy to show patience? How can you improve the quality of patience in yourself? What techniques can you think of?
Organisation	The way in which something is done or arranged	Can being organised improve your mental health?	"For every minute spent in organising, an hour is earned." Benjamin Franklin What are the benefits of being organised?
Trustworthiness	The ability to be relied on as honest or truthful	Can you ever regain someone's trust once it has been lost?	Discuss why lying might cause problems in relationships. Can you think of examples where a lie has caused an effect on someone?
Optimism	Being hopeful and seeing the best in any situation	Is it better to half full or half empty glass?	Shakespeare wrote in Hamlet that, "There is nothing either good or bad, but thinking makes it so" suggesting that the way we perceive situations is much more important than the situation itself. Why is it important to approach life with optimism?
Reputation	The opinion that people in general have about someone or something, or how much respect or admiration someone or something receives, based on past behaviour or character	Can a good reputation ever be rebuilt once it has been ruined?	What constitutes a good reputation? What traits might a person with 'a good reputation' have? How might your reputation influence your opportunities?

Resilience	The ability to become strong, healthy or successful again after something bad happens.	Is it worse to fail at something or never attempt it in the first place?	"Do not judge me by my success, judge me by how many times I fell down and got back up again." - Nelson Mandela In what ways did Nelson Mandela "get back up again"? In what ways can you show Resilience in School?
Community	The people living in one area or people who are considered as a unit because of their common interests, social group or nationality.	Can the communities that you are a part of affect how others view you as an individual?	"Alone we can do so little, together we can do so much" – Helen Keller What do you think is meant by this quote?
Punctuality	The fact of arriving or doing something at the expected or correct time and not late.	Does good timekeeping show good character?	School and Learning: People who are late to sessions affect not only their own learning time but also the learning of those who were there on time. Discuss. Is being early to important events a sign of respect?
Politeness	What does politeness look/sound like? How can we be polite to each other in school? Why is it important to be polite to strangers?	What does politeness look/sound like? How can we be polite to each other in school? Why is it important to be polite to strangers?	What does politeness look/sound like? How can we be polite to each other in school? Why is it important to be polite to strangers?
Cleanliness	The state of being clean and free from dirt and the process of achieving and maintaining that stat	Is cleanliness a form of self-respect?	'Be part of the solution not part of the pollution' What are the environmental factors of being clean?
Strength	The state or quality of being physically or mentally strong. The	"What doesn't kill you makes you stronger" – do you agree?	What do you think are the strongest characteristics of the communities you are a part of?

	ability to withstand or exert great force, stress, or pressure.		How do you think the weaknesses within your community can be improved to benefit those within them?
Integrity	The quality of being honest and having strong moral principles. Integrity is doing the right thing even when it's hard or when no one is looking.	Are there ever consequences for doing the right thing?	You are sitting an exam/ test and can cheat without being caught. What do you do? Does your answer show integrity? What would you do if you made a mistake and somebody else was getting the blame for it? Does your answer show integrity?
Uniqueness	The quality of being unusual or special in some way.	Is it better to blend in or stand out?	What would the world look like if everyone looked and behaved the same?
Faith	Having complete trust or confidence in someone or something.	Is faith the same as religion?	"It's the lack of faith that makes people afraid of meeting challenges, and I believe in myself" – Mohammed Ali Give examples of what/who people have faith in. Why is faith important in everyday life? Why is it important to have faith in yourself?
Gratitude	The quality of being thankful and chowing appreciation and kindness to others	Does a moment of gratitude make a difference in your attitude?	Why is it important to show gratitude for everyday things? Discuss three things you are grateful for
Hopefulness	The feeling or state of having hope, the feeling that something we want can be had or will happen	Do you hope for the best or work for the best?	"Hope is important because it can make the present moment less difficult to bear. If we

			believe that tomorrow will be better, we can bear a hardship today." – Thich Nhat Hanh How can hopefulness get us through challenging times in our lives?
Empathy	Being able to understand how someone is feeling even when you aren't in the same situation.	Maya Angelou said, "I think we all have empathy but often we have not got enough courage to display it" Do you think it takes courage to show empathy?	How do we show empathy to other people and their situations? Do you think empathy is an important leadership quality? Why or why not?
Health	A state of complete physical, mental, and social well-being	Is there a difference between living and existing?	'The NHS will last as long as there are folk left with faith to fight for it' - Aneurin Bevan (Founder of the NHS) What does this statement mean?
Diversity	When there are people from many different ethnicities, religions, beliefs, and abilities in society	What would the world be like if everyone looked and behaved the same?	What is cultural diversity? Can you think back to some ways you have celebrated cultural diversity at home, in school or in the community.
Commitment	A promise to do something or behave in a particular way.	Can you ever give too much commitment in a relationship?	'Motivation is what gets you started. Commitment is what keeps you going.' Think back to the beginning of this school year. What goals did you have? What motivated you to want to achieve them? Have you managed to stay committed to them? How will you ensure that you stay on /get back on track?

Friendship	A relationship of mutual affection between people.	Are healthy friendships essential to lead a happy life?	'A friend is someone who always agrees with you, never argues with you and always supports your choices' – to what extent do you agree with this statement?
Dependability	The quality of being able to be trusted and being very likely to do what people expect	Is being too dependable a help or a hinderance?	What does dependability mean to you? Who do you depend on? Who can you depend on? What are the consequences of not being dependable?
Mindfulness	The practice of being aware of your body, mind, and feelings in the present moment, this can be used to create a feeling of calm	"The present moment is filled with joy and happiness. If you are attentive, you will see it." - Thich Nhat Hanh Is it important to live in the here and now or the there and then?	Research shows that mindfulness skills improve memory, organizational skills and helps deal with stress. **Mindfulness: 5 - 4 - 3 - 2 – 1.** Think about: 5 things you can see. 4 things you can touch. 3 things you can hear. 2 things you can smell. 1 thing you can taste. **Mindfulness: Deep Breaths** Sit comfortably and place your hand on your belly. Close your eyes and take 10 deep breaths. Notice your hand moving up and down as you breathe. Do you feel relaxed?

| Creativity | The use of imagination or original ideas to create something | If you could choose just one thing to change about the world – what would it be? | "The present moment is filled with joy and happiness. If you are attentive, you will see it." - Thich Nhat Hanh |
| Decisiveness | The ability to make decisions quickly and firmly | Is being decisive a responsibility, choice, or burden? | How do you make the right decision? What steps do you need to take before making a decision? |

The statutory topics for <u>PSHRE 2020-21</u>, and more detail about the changes can be accessed on the government's website. A summary of the content is given below:

Health

Mental Wellbeing

- How to talk about their emotions accurately and sensitively, using appropriate vocabulary. That there are different types of committed, stable relationships.
- That happiness is linked to being connected to others.
- How to recognise the early signs of mental wellbeing issues.
- 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 of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.
- Internet Safety and Harms.
- The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online 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), 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 get support, if they have been affected by those behaviours.

Physical Health and Fitness

- 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.
- Facts about wider issues such as organ/blood donation.

Healthy Eating

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

Drugs, Alcohol and Tobacco

- The facts about legal substances and illegal substances, including drug-taking, 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 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 and Prevention: Science and PE

- About personal hygiene, germs (including microbes), the spread, treatment, and prevention of infection, and about antibiotics.
- About dental health and the benefits of good oral hygiene and flossing, including visits to the dentist.
- The benefits of regular self-examination (including screening and immunisation).
- 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: PE.
- 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: Science.
- Key facts about puberty and the changing adolescent body.
- The main changes which take place in males and females, and the implications for emotional and physical health.

RSE

Families

- That there are different types of committed, stable relationships.
- How these relationships might contribute to human happiness and their importance for bringing up children.
- What marriage and civil partnerships are, including their legal status e.g. that marriage and civil partnerships carry legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
- Why marriage is an important relationship choice for many couples and why it must be freely entered into.
- The characteristics and legal status of other types of long-term relationships.
- The roles and responsibilities of parents with respect to the raising of children.

- How to: determine whether peers, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationships is unsafe (and to recognise this in others' relationships.
- How to seek help or advice, including reporting concerns about others, if needed.

Respectful Relationships, including Friendships

- The characteristics of positive and healthy friendships (both on and offline) including trust, respect, honesty, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due tolerance and respect to others and others' beliefs, including people in positions of authority.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
- That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and sexual violence and why these are always unacceptable.
- The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

Online and Media

- Their rights, responsibilities, and opportunities online, including that the same expectations of behaviour apply online and offline.
- About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
- Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.
- What to do and where to get support to report material or manage issues online.
- The impact of viewing harmful content.

- That specifically sexually explicit material often presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- That sharing and viewing indecent images of children (including those created by children) is against the law.
- How information and data is generated, collected, shared, and used online.

Being Safe

- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, and domestic abuse and how these can affect current and future relationships.
- How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (on and offline).
- Intimate and Sexual Relationships, including Sexual Health: Focus Day.
- How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex, and friendship.
- 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.
- The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.
- That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure, and not pressurising others.
- That they have a choice to delay sex or to enjoy intimacy without sex.
- The facts about the full range of contraceptive choices and options available.
- The facts around pregnancy including miscarriage.
- That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).
- How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.
- How prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- How the use of alcohol and drugs can lead to risky sexual behaviour.
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.