



Key Stage 4 PSHE Curriculum

‘You are never too old to set a new goal or to dream a new dream’ C.S Lewis

Through our Personal, Social, Health and Economic (PSHE) Curriculum, we enable pupils to understand themselves physically, emotionally, socially and sexually and to understand their relationships with others. Through it, pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps pupils stay healthy and safe, whilst preparing them to make the most of life and work. It also helps pupils to achieve their academic potential through developing a sense of self confidence and skills in resilience. Our PSHE curriculum includes, but is not limited to, statutory content, including Relationships Education at Key Stages 1 and 2. Relationships and Sex Education (RSE) at key Stages 3 and 4 and Health Education in both primary and secondary phases.

PSHE, alongside our enrichment and safeguarding and British values education, is central to the development of the pupils in our school and reflects our school’s vision of ‘Every Pupil, Every Chance’. Our programme of study is based around the SEND curriculum from the PSHE Association and ‘Learn and Thrive’ and provides appropriate learning opportunities for all pupils across The Forest School, regardless of their stage of development. The curriculum is designed to help pupils manage the challenging moral, social and health related issues that arise in their lives and society and supports them in having a voice and knowing their choices. It helps our pupils to develop the knowledge, skills and understanding they need to live confident, healthy, safe and independent lives. Our Programmes of Study take a thematic approach to PSHE and are designed so that all year groups experience coverage of the same core offer throughout the year. This approach ensures that pupils make developmental progress by revisiting themes each year and are able to build on prior learning and experiences. Links can also be made across the school in assemblies, educational visits and through enrichment activities.

Our PSHE Curriculum focuses on six key areas:

- Self- awareness
- Self-care, support and safety
- Managing Feelings
- Changing and Growing
- Healthy Lifestyles
- The World I live in



All key stages follow a two yearly cycle with the exception of Key Stage 3, which is three yearly, allowing pupils to revisit and build upon prior learning. This is reflected through our stages of development; Access, Build, Connect, Deepen.

Teachers will plan lessons that are inspiring and engaging with content that is appropriate to age and stage and adapted according to need. Learning objectives will be tailored to the development and understanding of the pupils across a common focus area. Learning will build on knowledge and skills over time and will link new knowledge to prior learning. Students will also be involved with celebration events such as external visits, assemblies and themed whole school events which focus on school values.

Cycle 1: 25/26

Autumn 1: Self Awareness- Managing Pressure			
Key Vocabulary: kind, unkind, bullying, abuse, peer pressure, unacceptable, strategies/coping mechanisms, responsibilities, support services, law, trusted adults.			
Access	Build	Connect	Deepen
- Respond to stimuli which depict kindness and unkindness. - Describe and give examples of what it means to be kind and unkind. - Identify some of the ways of telling a trusted adult if someone is being unkind to us.	- Explain what is meant by teasing, hurtful and bullying behaviour. - Explain how we do not need to put up with someone being unkind, hurtful, abusive to, or bullying, us. - Recognise what is meant by peer pressure and peer influence.	- Identify some of the ways in which pressure might be put on us by other people, including online. - Describe ways we might challenge peer pressure. - Identify different types of bullying (including online) and what the impact of bullying might be. - Identify strategies to help us if we are being bullied, including online. - Describe how to recognise the difference between	- Describe how we can sometimes put ourselves under pressure to do what others are doing, or what we think others want us to do. - Explain ways of safely responding if we experience or witness unacceptable behaviours. - Identify reasons why we might put ourselves under pressure, and how others may apply pressure or encourage us to join a



		friendship groups and gangs; describe some of the risks of becoming part of a gang. - Describe strategies that can be used if someone is using pressure to persuade us to do something, including online. Recognise the responsibilities of bystanders to report bullying and hurtful behaviour. - Identify trusted adults/ services that can help us if we or someone we know has been the target of unkind, hurtful, abusive or bullying behaviour, including online.	group or a gang; exit strategies and how to access appropriate support. Describe the risks and law relating to carrying a weapon
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Autumn 2: The World I Live in- Managing Finances			
Key Vocabulary: money, purchasing/buying, cashback, cash machine, budget, spending, earning, debt, credit, borrow, lend, PIP, salary/wages, loans.			
Access	Build	Connect	Deepen
- Respond with curiosity to adult modelling of the uses of money - Understand that we	- Describe in simple terms what money is and how it is used. - Recognise that money we	- Explain what is meant by earning, spending, and saving money. - Identify some ways in	Explain what is meant by 'debt' and 'credit'. Describe some simple examples of what is



exchange money for items in a shop	get from cash machines or through 'cashback' in the supermarket etc. is our money. • Begin to be able to spend within a budget • Describe different ways in which people might acquire money. Identify some ways that money can be kept safe. • Explain how other people make things for us that we can't make ourselves or provide us with services that we can't do for ourselves.	which we are encouraged to spend money, including online. • Describe the consequences of losing money or spending more than we have. • Explain what is meant by the terms 'afford', 'borrow' and 'lend' (in the context of money). Explain the difference between essential and luxury purchases. Demonstrate skills for budgeting and managing potential income (salary, personal independence payments) as we become more independent.	meant by 'value for money'. • Explain the benefits and identify different methods of saving for the future. • Identify what we can do if something we buy is faulty or we want to return it (our legal rights). • Demonstrate enterprise skills (e.g. participation in a mini enterprise project).
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Spring 1: Self-Care, Support and Safety: Keeping Safe Online and Gambling			
Key Vocabulary: risk, debt, gambling, emotions/feelings, social media, online identity, online 'winning' or 'losing', manipulation, 'catfish', advertising influence, safety - blocking, services to help etc.			
Access	Build	Connect	Deepen
• Explore ways in which we use the online world • Be able to manage feelings around not being	• Describe what keeping safe online means. • Explain what is meant by social media and how	• Describe some ways in which social media can be used in a safe and positive way.	• Explain how some behaviours on social media might damage friendships and



able to be online for periods of time. • Be able to recognise risk in everyday situations • Begin to understand that some things happen by chance eg in games • Identify trusted people who we can communicate with online.	people use social media. • Recognise that not all information seen online is true. • Explain how other people's identity online can be different from what it actually is in real life. • Recognise simple examples of 'taking a chance'. • Identify what it means to 'win' or 'lose' in relation to gambling. • Explain what is meant by the term 'gambling' and identify places and ways this might take place. • Understand that what is written/ posted online is not always the truth. • Understand that adults can pretend to be children online in order to be more appealing.	• Identify what we should do before we 'like', 'forward' or 'share' on social media and how this helps to keep us safe online. • Identify some possible risks of using social media. • Describe how we can respond, including getting help, if we see or are sent upsetting or inappropriate online content. • Explain rules for keeping safe when using different social media platforms. Identify sources of advice and support, and ways to report online concerns. • Identify how to make safe, reliable choices from search results. • Give some reasons why people might choose to gamble. • Identify the risks associated with chance based transactions (including in-game purchases) and gambling, including online. • Understand that we can be groomed online and	relationships. • Explain some steps we can take to take care of our own and other people's safety and wellbeing when using social media. • Recognise that data about us can be collected online, and used, for example, to determine what information and advertising we are shown. • Identify some ways in which we can recognise when we are being manipulated by online content or contact, and ways to respond. • Describe or demonstrate help-seeking strategies to support online safety (e.g. knowing how to block people on social media, using the CEOP report button). • Describe some influences or pressures on people to gamble (e.g. advertising, friends). • Identify where and from whom to get help with gambling if we are worried about ourselves or others.
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		that people can falsify information about themselves to make them appear more appealing to young people. • Identify situations when young people can be groomed online and what that might look like. • Understand what radicalisation is and what this might look like. • Understand how to keep ourselves safe and prevent ourselves from being radicalised.	• Be able to identify different types of grooming • Know the sources of support and actions to be taken if grooming is suspected.
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Spring 2 Healthy Lifestyles: Mental Wellbeing and Body Image			
Key Vocabulary: emotions - calm, relaxed, stressed, worries. Social media influences and manipulated views/images etc, mental health, emotional wellbeing, advertising, risks, cosmetic/aesthetic procedures. stigma, self harm, eating disorder.			
Access	Build	Connect	Deepen
• Respond to stimuli about things we like to do which make us feel calm and relaxed. • Identify things we can do to help ourselves when we feel worried or stressed. • Respond to stimuli showing different images	• Recognise what mental health and emotional wellbeing are. • Suggest some simple ways to maintain our emotional wellbeing (e.g. relaxing, being with friends/family, listening to music).	• Identify some ways in which images of people may be manipulated in the media/social media and therefore not reflect reality. Explain why some people might want to change the way they look. • Describe our thoughts	• Identify reliable sources of advice and support for mental health and emotional wellbeing. • Identify some strategies for challenging stereotypes and stigma relating to mental health. • Identify some of the risks



of young people. Identify and describe some different images of young people in pictures, magazines, TV programmes and social media.	- Explain the link between physical health and mental wellbeing. - Recognise when we need help with mental health or emotional wellbeing and whom we can speak to. - Explain why it is important to seek help for ourselves or others if we are worried about unhealthy coping behaviours (e.g. self-harm or disordered eating).	and feelings about how different bodies are portrayed in the media - Describe some healthy coping strategies that can help if we are struggling to maintain our emotional wellbeing. - Describe how we can help friends or family who might be feeling stressed or unhappy. - Identify things that can prevent people from seeking help with mental health issues (e.g. stigma). - Identify some influences on young people to look a particular way, and the impact of these on emotional wellbeing. - Explain what is meant by self-esteem. Describe some ways we can maintain self-esteem in relation to body image	associated with cosmetic/aesthetic procedures (e.g. piercings, tattoos, tanning). Explain why advertisers might use manipulated images and how recognising this might influence our responses.
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Summer 1- Managing Feelings: Romantic Feelings and Sexual Attraction

Key Vocabulary: consent, relationships, love, fancy, like, appropriate and inappropriate behaviours, sex, sexual intercourse, oral sex, sexual reproduction, gender identity and orientation, intimacy, tolerance and acceptance, people rights, respect.

Access	Build	Connect	Deepen
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- Respond with interest to stimuli about people we like or know. - Show anticipation when we are with somebody we know - Identify what it means to like someone or to enjoy being with someone - Understand what is meant by consent	- Describe the difference between 'liking' someone and 'fancying' someone. - Explain how part of growing up might be to experience strong feelings about people we like or fancy. - Explore appropriate and inappropriate ways of behaving when we like someone - Explore the type of behaviours that make other people feel safe and unsafe - Use and understand the term consent	- Explain that people can 'like' or 'fancy' someone of the same or different gender, race, ability or religion. - Demonstrate appropriate use of the vocabulary associated with sex, sexual reproduction, gender identity and sexual orientation.	Recognise that everyone of all genders and sexual orientation is unique, special and worthy of respect. Identify reliable sources of advice and explain how to seek advice and help regarding gender, sexuality and intimate relationships, including managing feelings about these.
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Summer 2 Changing and Growing- Long Term Relationships and Parenthood

Key Vocabulary: change, identity, emotions, reproduction including body parts, conceptions, pregnancy, birth, growing up, marriage, civil partnership, law, Fertility, STI.

Access	Build	Connect	Deepen
- Respond to stimuli about different kinds of families and different kinds of relationships in families. - Respond to stimuli about parenthood. - Respond to stimuli about my own family	- Identify examples of different types and features of committed, long-term relationships. - Identify adults we know who are in a long term relationship (e.g. married, in a civil partnership,	- Identify what the differences might be between feeling ready for a relationship, feeling ready for a sexual relationship and being ready to be a parent. - Identify some of the	- Identify possible reasons for assisted conception, donor conception and surrogacy. - Describe choices people have in the event of an unintended pregnancy. - Explain what abortion or



• Identify people who care for me and love me	living together, engaged). • Identify what being in a family means. • Understand that marriage, (including same-sex marriage) civil partnerships and living together are choices that couples might make as part of their commitment to each other. • Understand the law in terms of marriage and civil partnerships • Recognise what 'adopted', 'fostered', or 'looked after' mean in terms of families. • Recognise that some relationships will end—meaning that a couple don't go out together, or live together any more. • Identify whom we can talk to if we're worried about relationships changing/ ending.	responsibilities of being a parent. • Recognise different ways a person can become pregnant, including assisted conception, donor conception. • Identify possible reasons why people might choose to adopt or foster children or young people. • Explain that no-one can be forced to marry someone; that this is always wrong; that the person trying to force someone to marry is committing a very serious crime no matter who they are or what they say. • Identify what we can do and whom we could tell if we think someone is being forced to marry someone. • Recognise that long-term relationships experience challenges but that these can often be overcome. • Identify some of the changes in family circumstances that might occur following separation, divorce, illness or bereavement. • Explain strategies that	termination of a pregnancy means and what the law states about this. • Identify reliable, unbiased sources of support and explain how to access them. • Describe different ways relationships might be ended (e.g. divorce, separation, or bereavement). • Describe the feelings people might have if they or someone they are close to is experiencing the ending of a relationship. • Explain that the breakdown of a relationship between parents is not the fault of their children. • Explain the importance of talking to someone if worried about the ending of a relationship. • Identify some of the range of beliefs and opinions about pregnancy, adoption and termination. • Explain how and where people who are experiencing relationship
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		people who are experiencing the end of a relationship might use to manage their feelings.	difficulties or the end of a relationship might get help and support.
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Cycle 2: 2026/27

Autumn 1: Self Awareness- Managing Pressure			
Key Vocabulary: trusted adult, kind, unkind, bullying, abuse, peer pressure, strategies/solutions to cope with bullying/abuse etc, friendship, gangs, responsibilities, witness, risks, law, weapon.			
Access	Build	Connect	Deepen
- Respond to stimuli which depict kindness and unkindness. - Describe and give examples of what it means to be kind and unkind. - Identify some of the ways of telling a trusted adult if someone is being unkind to us.	- Explain what is meant by teasing, hurtful and bullying behaviour. - Explain how we do not need to put up with someone being unkind, hurtful, abusive to, or bullying, us. - Recognise what is meant by peer pressure and peer influence.	- Identify some of the ways in which pressure might be put on us by other people, including online. - Describe ways we might challenge peer pressure. - Identify different types of bullying (including online) and what the impact of bullying might be. - Identify strategies to help us if we are being bullied, including online. - Describe how to recognise the difference between friendship groups and gangs; describe some of the risks of becoming part of a gang. - Describe strategies that	- Describe how we can sometimes put ourselves under pressure to do what others are doing, or what we think others want us to do. - Explain ways of safely responding if we experience or witness unacceptable behaviours. - Identify reasons why we might put ourselves under pressure, and how others may apply pressure or encourage us to join a group or a gang; exit strategies and how to access appropriate support. - Describe the risks and law



		can be used if someone is using pressure to persuade us to do something, including online. Recognise the responsibilities of bystanders to report bullying and hurtful behaviour. Identify trusted adults/ services that can help us if we or someone we know has been the target of unkind, hurtful, abusive or bullying behaviour, including online.	relating to carrying a weapon
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Autumn 2: The World I Live In- Preparing for Adulthood			
Key Vocabulary: Independence, job/employment, careers, residential care. Independent and supported living, qualifications, apprenticeship, skills, strengths, voluntary, interview, aspiration, CV, safety at work, interests.			
Access	Build	Connect	Deepen
- Respond to stimuli about adult life. Respond to stimuli about the different jobs adults do in school. - Recognise different types of living arrangement, including adult care, residential care and living independently.	- Recognise that there are different ways of financing adult life and independent living (e.g. paid work, personal independence payments). - Recognise that there are different types of employment e.g. paid/	- Demonstrate skills for independent living (e.g. safe travel, shopping and meal preparation). - Explain what strengths, skills and qualifications someone might need to do the jobs that interest us.	- Describe some of the choices available at the end of Key Stage 4, including employment, further study, apprenticeships, work placements. - Demonstrate some of the skills that can help



Explain what is meant by having a 'job'	unpaid (voluntary), full time/part time, work placements. - Describe different jobs that family members, friends and people in the community may do. - Identify our aspirations for adult life (which may or may not include employment and independent living). - Describe the kind of job we might like to do when we are older and what we expect it to be like. - Recognise that some jobs are paid more than others and money is one factor which may influence a person's job or career choice.	- Describe some of the things that help to keep people healthy and safe at work (that there are laws to protect people). - Describe the steps to getting a job (e.g. looking for a job, writing a CV, going for an interview).	someone to get a job (e.g. interview techniques, communication and teamworking skills). - Describe how to manage our feelings in relation to living independently, and whom we can talk to if we are worried. - Identify people and organisations that can provide advice and support for our future employment.
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Spring 1: Self-Care, Support and Safety- Public and Private and Emergency Situations			
Key Vocabulary: Private, public, touch, consent, masturbation, trusted adults, sexting, personal information, secure, passwords, sexual images, law, scams, phishing, regret.			
Access	Build	Connect	Deepen
- Respond to stimuli around things that belong to us. - Respond to stimuli about	Describe ways we take care of our personal belongings.	Explain that no one has the right to make us share a photo of ourselves, or	Demonstrate ways to give and not give permission when asked to lend



what is meant by the word private. • Be familiar with the symbol and makaton sign for private • Identify and recognise some personal belongings. • Recognise the difference between something that is private and something that is public. • Begin to recognise that we have a right to keep our bodies private. • Know to ask for physical touch and wait for agreement. • Know that other people should ask for physical touch and wait for agreement • Understand that physical touch without agreement should not happen.	• Explain what is meant by private and what is meant by public. • Identify some things that should be kept private, and some things that are okay to share with our special people, friends, or with everyone. • Identify some of the places/times/situations which we or others would expect to be 'private'. • Give simple examples of some things we might do in private but never in public. • Demonstrate how to ask to borrow or use something that belongs to someone else. • Explain what is/is not appropriate to do in a public place; give reasons why this is the case (include masturbation if appropriate). • Explain that there are likely to be things about ourselves we are comfortable sharing with everyone; things we are comfortable sharing with our friends; things we are comfortable sharing with	give information about ourselves or others, online. • Identify reasons why being asked to share a photo of ourselves might not be a safe thing to do. • Explain why it is important to talk with a trusted adult before deciding whether to share a photo or personal information • Identify aspects of our lives that we may wish to keep private, even if others choose to share these things about themselves. • Identify what is appropriate and inappropriate to share online. • Identify trusted adults who can help us if someone tries to pressurise us online. • Explain how to manage requests to share a photo, or information about ourselves or others online, including how to report • Understand and use the word consent in a range of contexts.	belongings. • Explain why we must respect the rights of others who may refuse to lend something to us; explain why this does not mean they do not like us. • Describe specific ways of keeping ourselves safe online (e.g. secure passwords, never giving out personal details or passwords, not lending our mobile phone, covering our computer's camera when not in use). • Recognise that sharing and/or viewing sexual images of anyone under 18 (including those created by anyone under 18) is against the law. • Explain what could happen next (e.g. police involvement, parent/carer involvement, prosecution) and the impact on self and others. • Explain that there are online 'scams' (ways that people may try to trick us online); identify what some of these ways of deceiving people might be (e.g. phishing, fake
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	our most special people and things we do not want to, or should not share with anyone. • Understand and use the word consent • Be able to ask for consent when wanting physical touch from others • Understand that when consent is not given physical touch should not happen.	• Know what actions we can take when we feel something has happened without our consent.	email addresses). • Explain and demonstrate how to ask for help and whom to go to if we have seen something upsetting or done something online that we are now worried about or regret.
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Spring 2: Healthy Lifestyles- Medicinal Drugs And Drugs, Alcohol and Tobacco

Key Vocabulary: Interoceptive system, medicines, unwell, substances, alcohol, drugs, nicotine, vaping, laws, supplying, possessing, illegal substances, risks, substance misuse, habit, addiction.

Access	Build	Connect	Deepen
• Respond to stimuli about taking care of our body. • Develop awareness of our interoceptive system • Recognise items that are food • Recognise that we take medicines when we are feeling unwell	• Identify some substances people might swallow, drink or inhale that could be harmful to their health. • Describe what alcohol is and how alcoholic drinks are different to nonalcoholic drinks. • Identify some common	• Explain that there are special rules (laws) around supplying or possessing illegal substances, and why they exist. • Describe some of the risks and possible consequences of drinking	• Explain long term personal and social risks of substance misuse. • Describe what is meant by someone having a 'habit', or 'addiction' in terms of substance misuse. • Identify reliable sources



• Identify items that we don't like to eat or drink • Identify smells that we like and don't like	legal drugs (e.g. nicotine and alcohol). Recognise that there are special rules (laws) around the selling and consumption of nicotine and alcohol, and why they exist. • Identify some benefits of not smoking/vaping or drinking alcohol, or of delaying use. • Recognise that most young people choose not to smoke/vape, drink alcohol or use drugs. • To understand that we should say no to taking anything that we do not know what it is or if we know it is a drug.	alcohol, smoking and other drugs on the body. • Identify how misusing substances/alcohol might impact on relationships. • Identify when, why and how to ask for help in relation to drugs and alcohol. • Explain how drugs/alcohol can affect how people feel, influence their ability to make decisions and can contribute to causing accidents. • Describe how pressure to use substances can come from a variety of sources, including people we know. • Explain why we might put ourselves under pressure to try substances such as smoking and drinking (e.g. to fit in or not to feel left out). Describe or demonstrate strategies to resist pressure to smoke, drink alcohol or use illegal drugs. • Pupils will understand what child exploitation and grooming is and what this might look like • Pupils will know to speak	of support or advice if we are worried about ourselves or someone else in relation to substance misuse.
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		to a trusted adult if they feel they are being groomed.	
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Summer 1: Changing and Growing-Healthy/ Unhealthy Relationship Behaviours			
Key Vocabulary: friendship, relationship, positive qualities, respectful, rights, communication, emotions/feelings, behaviour, kindness, interests, expectations, abusive, helplines, charities/services, negotiate, honest, choices.			
Access	Build	Connect	Deepen
- Respond with curiosity and anticipation to stimuli about different positive relationships we have in our lives. - Identify, using our preferred method of communication, some key features of positive friendships/ relationships, and how they can make us feel. - Identify times when we might feel angry or sad because of someone's behaviour towards us.	- Identify our expectations of friendships/ relationships (e.g. spending time together, sharing interests). - Describe the positive qualities people bring to relationships (e.g. kindness, support, being able to compromise, listening, sharing feelings or worries). - Explain how we expect people to behave towards us in friendships and relationships. - Identify the differences between positive/healthy and negative/unhealthy relationships. - Identify people we can talk to about relationships	- Identify the aspects of relationships that we are responsible for (e.g. being respectful, honest and kind). - Identify positive strategies to manage inappropriate behaviour towards us. - Recognise that some types of behaviour within relationships are against the law (e.g. hitting/ hurting someone, telling someone what to do all the time, not allowing someone to make choices). - Be able to use and understand the term domestic violence - Be able to use and	- Demonstrate strategies to help us negotiate and assert our rights in a relationship. - Explain what is meant by compromise and demonstrate some ways to compromise. - Explain how the media portrayal of relationships may not reflect real life but may affect our expectations. - Identify sources of support for us or someone we know who is experiencing abusive behaviour. - Research different avenues of support for victims of domestic violence, abuse and



	To identify what violence is and that this is not acceptable in a relationship.	understand the term coercive control - Know that we should talk to somebody we trust if we believe the law is being broken in a relationship - Identify what we can do if we are worried or concerned about an unhealthy relationship.	coercive control.
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Summer 2: Changing and Growing- Intimate Relationships, consent and contraception

Key Vocabulary: relationships, love, permission, consent, romantic/intimate relationships, sex, pregnancy, condoms, STI's, contraception, pressure, manipulation, pornography, sexual health, age consent.

Access	Build	Connect	Deepen
- Identify different types of relationships - Identify that a kiss is given with people we love - Identify people in our lives who we love	- Identify instances in or out of school when we might need to seek permission or receive consent. - Demonstrate how to ask for permission (get consent) before we borrow or take something from someone. - Demonstrate ways to indicate to others that we are happy/willing or not happy/unwilling to do	- Explain what seeking and giving/not giving consent means in relationships, that we have the right to say 'no' or 'please stop' to anything we feel uncomfortable about, and demonstrate how we might do this. - Recognise what sex means, what happens during sexual activity and that consequences of sex might include pregnancy	- Identify different levels of intimacy (physical/sexual) within relationships and their associated risks. - Describe ways to manage others' expectations in relationships and our right not to be pressurised to do anything we do not want to do. - Explain that if someone fails to respect another person's right to not give



	something (giving and not giving permission/ consent). • Identify the similarities and differences between friendships and romantic/ intimate relationships. • Identify whom we can talk to about relationships. • Identify different types of intimate relationships including same-sex relationships. • Describe how strong emotions (including sexual attraction) might make people feel.	and sexually transmitted infections (STIs). • Recognise that contraception, including condoms, can help prevent pregnancy and some STIs. • Explain the difference between appropriate and inappropriate relationship behaviours in public places. • Define what intimacy means. • Identify readiness (emotional, physical and social) for a relationship that may include sex. Identify expectations we may have of being in a romantic/intimate/physical relationship, which may include sex. • Recognise that although it may seem (in the media etc.) that everyone is having a sexual relationship, in reality this is not the case. • Describe simple ways to check if consent is being given and ways of assertively giving, not giving and withdrawing consent.	their consent, then they are committing a serious crime. • Demonstrate different strategies to deal with manipulation/persuasion in relationships. • Recognise that the portrayal of sex in the media and social media (including pornography) is an unrealistic representation of sexual behaviour and can affect people's expectations of relationships and sex. • Describe some forms of contraception, their correct use and where and how they can be accessed. • Explain what STIs are (including HIV), how they can be tested for and why it is important that they are treated. • Explain how and when to access sexual health services. • Explain that consent must be sought and freely given before any sexual activity and how to tell if someone is giving or not giving their consent.
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