



**INSTITUTO ESPAÑOL
VICENTE CAÑADA BLANCH**

RELATIONSHIPS EDUCATION RSE

SCHOOL 'S PROJECT

LONDRES

Year 2021/2022

INDEX

1.-INTRODUCTION AND OBJECTIVES.....	3
2.-CONTENT AND DEVELOPMENT OF ACTIVITIES.....	3
3.-ASSESSMENT.....	4
4.- CURRICULUM STANDARDS ADDRESSING DIFFERENT ITEMS OF THE AFFECTIVITY AND SEXUALITY PLAN.	5
5.-UK LEGISLATION.....	8
6.- EVIDENCE OF THE ACTIVITIES CARRIED OUT IN THE TUTORIAL PLAN OF 1st, 2nd and 3r ESO.....	25

1.-INTRODUCTION AND OBJECTIVES

We developed the affectivity and sexuality plan with the conviction that receiving this type of training guarantees our pupils the possibility of acquiring appropriate mental and physical health behaviours, of taking responsibility for their own decisions at each stage of their lives and of relating to others in a framework of mutual respect.

Our aim is to provide opportunities for students to learn about values and attitudes and to reflect on their decisions; however, it is not limited to this area alone. Alongside the reflective activity on values, we want to convey clear, up-to-date and objective knowledge.

2.-CONTENT AND DEVELOPMENT OF ACTIVITIES

According to the English legislation: "Relationships, Education, Relationships and Sex Education and Health Education. Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams and teachers", the following aspects will be worked on:

- The family: types and basis of a good family relationship.
- Respectful and healthy relationships: trust, respect, generosity, privacy, consent in relationships. Types of relationships.
- Rights, duties and responsibilities in the virtual world. Correct use of social networks. Internet safety and risks.
- Sexual exploitation, abuse in the family, violence, forced marriage, female genital mutilation, grooming.
- Sexual health and healthy sexual relations.
- Mental health.
- Physical health: exercise, hygiene, dental health, medical check-ups, vaccinations and the importance of rest.
- Healthy eating.
- Drugs, alcohol and tobacco.
- Changes in the adolescent body: puberty, menstruation, physical changes.

In primary school, Affective-Sexual Education represents an aspect of great importance in the comprehensive education of boys and girls, since, beyond purely biological knowledge, it is essential to explain the processes of construction of gender identity and affective relationships. Therefore, at this stage we will focus on healthy and respectful relationships, focusing on family and friendships. We will also address basic aspects related to self-knowledge, recognition of emotions, personal identity, diversity and belonging to a group.

This document sets out the working objectives in relation to Sex, Health and Relationships Education at the Instituto Español Vicente Cañada Blanch, following the compulsory teaching of these subjects established by the British Department for Education. The school was already working on these aspects, included in the curriculum of the different areas and especially in the areas of Natural and Social Sciences. In Primary Education, Order 686/2014 of the Ministry of Education, Culture and Sport, which establishes the Primary Education curriculum for the area of management of the Ministry of Education, Culture and Sport... incorporates the assessable learning standards described here.

In Early Years Education, Order 3960/2007, which establishes the Early Childhood Education curriculum, establishes that these contents are framed within the areas of Self-knowledge and personal autonomy and Knowledge of the environment.

In secondary school, we will build on the knowledge acquired in primary school but will develop a greater understanding of health among pupils, with a greater focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex.

At both stages, we will also address issues related to the protection of children and young people, respect for the integrity of their bodies and the right to privacy (avoiding abuse).

During the 2021-2022 academic year, the Affectivity and Sexuality Plan will be carried out through three axes:

Curricular approach:

In primary education, the inclusion of aspects related to affective-sexual education will be carried out in a cross-cutting manner, through a selection of standards belonging to the areas of Nature and Social Sciences.

In secondary education, the different aspects will be worked on in the related subjects. Mainly: Biology, Physical Education and Philosophy.

Tutorial approach:

In primary education, the tutor as well as the teachers who teach the areas of Social C., Nature C. and Social C. will work on the different aspects in the related subjects. Social Studies, Nature Studies and Social and Civic Values will address the standards related to the Plan.

Apart from the curricular programme, we run one activity per month, related with identity and diversity.

In Secondary Education, a monthly tutoring session will be devoted to working on each of the items. During this academic year this will be done in the 1st and 2nd and 3rd ESO courses.

Commemorative days: We will celebrate women's day, internet safety day, anti-bullying week, peace day, day against violence against women, sports week and day against homophobia and transphobia.

3.- ASSESSMENT

The evaluation in each of the axes will be different, so in the curricular one, the degree of achievement of the standards will be evaluated through the qualification instruments of each subject involved.

In the tutorial and commemorative days axes, through questionnaires and dialogue with students to assess the degree of satisfaction with the different activities proposed and the knowledge acquired.

4.- CURRICULUM STANDARDS ADDRESSING DIFFERENT ITEMS OF THE AFFECTIVITY AND SEXUALITY PLAN

EARLY YEARS

STUDENTS 4 YEARS OLD

- Acquires skills for interaction and collaboration, developing a positive attitude to establish affectionate relationships with adults and peers.
- Identifies and expresses feelings, emotions, experiences, preferences and interests of self and others.
- Progressively controls their own feelings and emotions.
- Values positively and respects individual differences, accepting the identity and characteristics of others, and avoiding discriminatory attitudes.
- Learns health and hygiene habits (washing hands, cleaning teeth...) that promote self-care, and values the importance of taking care of health through daily routines.

STUDENTS 5 YEARS OLD

- Progressively associates and verbalises causes and consequences of basic emotions such as love, joy, fear, sadness or anger.
- Accepts and values self-image, possibilities and limitations.
- Values and respects differences, avoiding discriminatory attitudes.
- Shows autonomy in the acquisition of basic habits of personal care, hygiene, health and well-being.
- Interacts, participates and takes initiative in the group. Knows and respects the rules of coexistence.

PRIMARY EDUCATION

Ejemplo: **CN 1.4.1.**
Ciencias Naturales
Bloque 1
Estándar 4.1

1º PRIMARIA **Relationships, Sex and Health education.**

CN.1.4.1. Conoce y explica actuaciones de primeros auxilios y las representa en contextos de simulación.

CN 1.4.4. Se inicia en el trabajo de forma cooperativa, cuidando su seguridad, la de sus compañeros, las herramientas y los materiales.

CN 2.2.1. Identifica los alimentos necesarios para una alimentación saludable.

CN 2.2.3. Desarrolla hábitos para el cuidado del cuerpo, valorando la higiene personal, el descanso, el uso adecuado del tiempo libre y la atención al cuerpo..

CN 2.2.4. Identifica y manifiesta conductas de higiene y aseo personal.

CN 2.2.5. Manifiesta, identifica y desarrolla conductas de aceptación de su cuerpo y del de los demás.

CN 2.2.6. Desarrolla hábitos para la prevención de enfermedades y accidentes en el aula y en el centro.

CN 3.3.1. Se inicia en la identificación de las emociones y sentimientos propios y de los compañeros, manifestando conductas empáticas.

CS 1.5.1. Utiliza estrategias para realizar trabajos de forma individual y en equipo, y muestra habilidades para la resolución pacífica de conflictos.

CS 1.5.2. Participa en actividades de grupo adoptando un comportamiento responsable, constructivo y solidario y respeta los principios básicos del funcionamiento democrático.

CS 1.6.1. Valora la importancia de una convivencia pacífica y tolerante entre los diferentes grupos humanos sobre la base de los valores democráticos y los derechos humanos universalmente compartidos.

CS 1.7.1. Participa de una manera eficaz y constructiva en la vida social y crea estrategias para resolver conflictos.

CS 1.7.2. Identifica y utiliza los códigos de conducta y los usos generalmente aceptados en las distintas sociedades y entornos (escuela, familia, barrio etc.).

CS 1.8.1. Valora la cooperación y el diálogo como forma de evitar y resolver conflictos y fomenta los valores democráticos.

CS 1.10.1. Desarrolla actitudes de cooperación y de trabajo en equipo, valora las ideas ajenas y reacciona con intuición, apertura y flexibilidad ante ellas

CS 3.2.1. Identifica a los miembros de la comunidad escolar y respeta las tareas que desempeñan las personas que trabajan en el colegio.

CS 3.3.2. Reconoce las costumbres de otros grupos sociales y étnicos, valora sus culturas y sus manifestaciones como muestra de diversidad.

CS 3.3.3. Respeta las normas de convivencia y las reglas establecidas en la familia y en la clase.

CS 3.4.2. Respeta a los demás y las normas establecidas (escucha las intervenciones, espera el turno de palabra, aporta ideas, hace preguntas en relación con el tema, etc.).

2º PRIMARIA

CN.1.4.3. Conoce actividades de primeros auxilios y las representa en contextos de simulación.

CN 1.4.4. Trabaja de forma cooperativa, cuidando su seguridad, la de sus compañeros, las herramientas y los materiales.

CN 2.3.2. Identifica hábitos de alimentación saludables, y aplica la información al diseño de dietas equilibradas.

CN 2.3.3. Identifica y explica algún trastorno alimentario y describe algunas conductas y estrategias para su prevención.

CN 2.3.4. Manifiesta conductas de higiene y aseo personal, valorando la higiene, el descanso, el uso adecuado del tiempo libre, desarrollando hábitos para el cuidado del cuerpo, y de aceptación de su cuerpo y del de los demás.

CN 2.3.5. Identifica sus posibilidades y limitaciones aceptando las diferencias, poniendo de manifiesto dicha aceptación.

CN 2.3.6. Identifica y desarrolla hábitos de prevención de enfermedades y accidentes en el aula y en el centro.

CN 2.4.1. Progresa en la identificación de las emociones y sentimientos propios y de los compañeros y manifiesta conductas empáticas.

CS 1.5.1. Utiliza estrategias para realizar trabajos de forma individual y en equipo, y muestra habilidades para la resolución pacífica de conflictos.

CS 1.5.2. Participa en actividades de grupo adoptando un comportamiento responsable, constructivo y solidario y respeta los principios básicos del funcionamiento democrático.

CS 1.6.1. Valora la importancia de una convivencia pacífica y tolerante entre los diferentes grupos humanos sobre la base de los valores democráticos y los derechos humanos universalmente compartidos.

CS 1.7.1. Participa de una manera eficaz y constructiva en la vida social y crea estrategias para resolver conflictos.

CS 1.7.2. Identifica y utiliza los códigos de conducta y los usos generalmente aceptados en las distintas sociedades y entornos (escuela, familia, barrio etc.).

CS 1.8.1. Valora la cooperación y el dialogo como forma de evitar y resolver conflictos y fomenta los valores democráticos.

CS 1.10.1. Desarrolla actitudes de cooperación y de trabajo en equipo, valora las ideas ajenas y reacciona con intuición, apertura y flexibilidad ante ellas.

CS 1.10.2. Planifica trabajos en grupo, coordina equipos, toma decisiones y acepta responsabilidades.

CS 3.1.4. Muestra una actitud de aceptación y respeto ante las diferencias individuales.

3º PRIMARIA

CN.1.4.1. Conoce y explica actividades de primeros auxilios.

CN 2.1.3. Observa, identifica y explica las consecuencias para la salud y el desarrollo personal de determinados hábitos de alimentación, higiene, ejercicio físico y descanso.

CN 2.2.1. Identifica las causas de los principales trastornos alimentarios y reconoce hábitos saludables para su prevención.

CN 2.2.2. Identifica y adopta hábitos de higiene, de descanso y de alimentación sana. Conoce y aplica para su elaboración las características de las dietas equilibradas.

CN 2.2.3. Identifica y describe prácticas para prevenir y detectar riesgos para la salud.

CN 2.3.1. Muestra una actitud crítica ante las prácticas sociales que perjudican un desarrollo sano y dificultan el comportamiento responsable ante la salud.

CN 2.3.2. Observa e identifica las emociones y sentimientos en sí mismo y en sus compañeros.

CN 2.3.3. Planifica de forma autónoma y creativa actividades de ocio, individuales o en grupo.

CS 1.5.1. Utiliza estrategias para realizar trabajos de forma individual y en equipo, y muestra habilidades para la resolución pacífica de conflictos.

CS 1.5.2. Participa en actividades de grupo adoptando un comportamiento responsable, constructivo y solidario y respeta los principios básicos del funcionamiento democrático.

CS 1.6.1. Valora la importancia de una convivencia pacífica y tolerante entre los diferentes grupos humanos sobre la base de los valores democráticos y los derechos humanos universalmente compartidos.

CS 1.7.1. Participa de una manera eficaz y constructiva en la vida social y crea estrategias para resolver conflictos.

CS 1.7.2. Identifica y utiliza los códigos de conducta y los usos generalmente aceptados en las distintas sociedades y entornos (escuela, familia, barrio etc.).

CS 1.8.1. Valora la cooperación y el diálogo como forma de evitar y resolver conflictos y fomenta los valores democráticos.

CS 1.10.1. Desarrolla actitudes de cooperación y de trabajo en equipo, valora las ideas ajenas y reacciona con intuición, apertura y flexibilidad ante ellas.

CS 1.10.2. Planifica trabajos en grupo, coordina equipos, toma decisiones y acepta responsabilidades.

CS 3.1.1. Explica cuáles son los valores y sentimientos sobre los que se asienta la vida en familia.

CS 3.1.2. Valora la aportación de cada miembro de la familia y muestra respeto y empatía hacia todos ellos.

CS 3.2.2. Describe el trabajo que desarrollan las personas que nos rodean y la importancia de este para la sociedad en su conjunto.

4° PRIMARIA

CN 1.4.1. Utiliza estrategias para realizar trabajos de forma individual y en equipo, mostrando habilidades para la resolución pacífica de conflictos.

CN 1.4.2. Conoce actividades de primeros auxilios para y las representa en contexto de simulación.

CN 2.2.1. Identifica y adopta hábitos de higiene y cuidado de los sentidos, de descanso y de alimentación sana.

CN 2.3.1. Reconoce y analiza las características de las dietas equilibradas, identificando las prácticas saludables para prevenir y detectar los riesgos para la salud.

CN 2.4.1. Manifiesta una actitud crítica ante las prácticas sociales perjudiciales para la salud física, intelectual y emocional.

CN 2.4.2. Identifica y describe las emociones y sentimientos en sí mismo y en los demás, actuando de manera responsable.

CN 2.4.3. Planifica de forma autónoma, responsable y creativa actividades de ocio, individuales y en grupo.

CS 1.5.1. Utiliza estrategias para realizar trabajos de forma individual y en equipo, y muestra habilidades para la resolución pacífica de conflictos.

CS 1.5.2. Participa en actividades de grupo adoptando un comportamiento responsable, constructivo y solidario y respeta los principios básicos del funcionamiento democrático.

CS 1.6.1. Valora la importancia de una convivencia pacífica y tolerante entre los diferentes grupos humanos sobre la base de los valores democráticos y los derechos humanos universalmente compartidos.

CS 1.7.1. Participa de una manera eficaz y constructiva en la vida social y crea estrategias para resolver conflictos.

CS 1.7.2. Identifica y utiliza los códigos de conducta y los usos generalmente aceptados en las distintas sociedades y entornos (escuela, familia, barrio etc.).

CS 1.8.1. Valora la cooperación y el diálogo como forma de evitar y resolver conflictos y fomenta los valores democráticos.

CS 1.10.1. Desarrolla actitudes de cooperación y de trabajo en equipo, valora las ideas ajenas y reacciona con intuición, apertura y flexibilidad ante ellas.

CS 1.10.2. Planifica trabajos en grupo, coordina equipos, toma decisiones y acepta responsabilidades.

5° PRIMARIA: **Relationships, Sex and Health education.**

CN 1.4.1. Utiliza estrategias para realizar trabajos de forma individual y en equipo, mostrando habilidades para la resolución pacífica de conflictos.

CN 1.4.2. Conoce y representa actividades de primeros auxilios.

CN 2.1.1. Observa, identifica, describe y localiza los principales órganos implicados en la realización de las funciones de relación del cuerpo humano, (órganos de los sentidos, sistema nervioso). estableciendo algunas relaciones fundamentales entre ellos y algunos hábitos de salud.

CN 2.3.1. Reconoce y explica estilos de vida saludables y sus efectos sobre el cuidado y mantenimiento de los diferentes órganos y aparatos.

CN 2.3.2. Identifica y explica hábitos saludables para prevenir enfermedades y mantiene una conducta responsable.

CS 1.5.1. Utiliza estrategias para realizar trabajos de forma individual y en equipo, y muestra habilidades para la resolución pacífica de conflictos.

CS 1.5.2. Participa en actividades de grupo adoptando un comportamiento responsable, constructivo y solidario y respeta los principios básicos del funcionamiento democrático.

CS 1.6.1. Valora la importancia de una convivencia pacífica y tolerante entre los diferentes grupos humanos sobre la base de los valores democráticos y los derechos humanos universalmente compartidos.

CS 1.7.1. Participa de una manera eficaz y constructiva en la vida social y crea estrategias para resolver conflictos.

CS 1.7.2. Identifica y utiliza los códigos de conducta y los usos generalmente aceptados en las distintas sociedades y entornos (escuela, familia, barrio etc.).

CS 1.8.1. Valora la cooperación y el diálogo como forma de evitar y resolver conflictos y fomenta los valores democráticos.

CS 1.10.1. Desarrolla actitudes de cooperación y de trabajo en equipo, valora las ideas ajenas y reacciona con intuición, apertura y flexibilidad ante ellas.

6º PRIMARIA: **Relationships, Sex and Health education.**

CN 1.4.1. Utiliza estrategias para realizar trabajos de forma individual y en equipo, mostrando habilidades para la resolución pacífica de conflictos.

CN 1.4.2. Conoce y representa actividades de primeros auxilios.

CN 2.1.1. Identifica y localiza los principales órganos implicados en la realización de las funciones vitales del cuerpo humano: Nutrición (aparatos respiratorio, digestivo, circulatorio y excretor) estableciendo algunas relaciones fundamentales entre ellos y determinados hábitos de salud.

CN 2.1.2. Identifica y localiza los principales órganos implicados en la realización de las funciones vitales del cuerpo humano: Reproducción (aparato reproductor). estableciendo algunas relaciones fundamentales entre ellos y determinados hábitos de salud.

CN 2.3.1. Reconoce y explica estilos de vida saludables y sus efectos sobre el cuidado y mantenimiento de los diferentes órganos y aparatos.

CN 2.3.2. Identifica y ejemplifica hábitos saludables para prevenir enfermedades y muestra una conducta responsable.

CN 2.3.3. Identifica y explica los efectos nocivos del consumo de drogas.

CN 2.3.5. Conoce, representa y utiliza técnicas de primeros auxilios, en situaciones simuladas y reales.

CS 1.5.1. Utiliza estrategias para realizar trabajos de forma individual y en equipo, y muestra habilidades para la resolución pacífica de conflictos.

CS 1.5.2. Participa en actividades de grupo adoptando un comportamiento responsable, constructivo y solidario y respeta los principios básicos del funcionamiento democrático.

CS 1.6.1. Valora la importancia de una convivencia pacífica y tolerante entre los diferentes grupos humanos sobre la base de los valores democráticos y los derechos humanos universalmente compartidos.

CS 1.7.1. Participa de una manera eficaz y constructiva en la vida social y crea estrategias para resolver conflictos.

CS 1.7.2. Identifica y utiliza los códigos de conducta y los usos generalmente aceptados en las distintas sociedades y entornos (escuela, familia, barrio etc.).

CS 1.8.1. Valora la cooperación y el diálogo como forma de evitar y resolver conflictos y fomenta los valores democráticos.

CS 1.10.1. Desarrolla actitudes de cooperación y de trabajo en equipo, valora las ideas ajenas y reacciona con intuición, apertura y flexibilidad ante ellas.

CS 1.10.2. Planifica trabajos en grupo, coordina equipos, toma decisiones y acepta responsabilidades.

SECONDARY EDUCATION

3 ESO- BIOLOGY

UD 2: FOOD AND NUTRITION I. DIET

- Understands the difference between nutrition and food.
- Knows what a nutrient is, what the main types are and the function of each one of them.
- Recognises the function of different foods according to their nutritional composition.
- Calculates the energy provided by different foods.
- Identifies the foods that form part of each of the groups of the food wheel and knows the main nutrients they contain.
- Understands how the food wheel works.
- Defines diet and balanced diet and understands the need for a balanced diet.
- Uses appropriate criteria and is able to prepare a balanced diet.
- Knows the characteristics of different types of diets.
- Explains the characteristics of the main diseases caused by malnutrition.

UNIT 3: FOOD AND NUTRITION II: HEALTH AND FOOD HYGIENE

- Appreciates the importance of information provided by labels.
- Knows the methods of food preservation and what they are based on.
- Knows what food additives are and describes the function of the most important ones.

UD 6: THE RELATIONAL FUNCTION

- Knows some diseases affecting the sense organs, the nervous and endocrine systems, and the locomotor system. Proposes some care to prevent them, especially postural habits.

UD 7: REPRODUCTION

- Explains the characteristics of human reproduction, distinguishes between reproduction and sexuality, and lists the changes that adolescents undergo.
- Knows the anatomy of the male reproductive system and specifies the main events of spermatogenesis.
- Knows the anatomy of the female reproductive system and specifies the main events of oogenesis.
- Differentiates between the ovarian cycle and the uterine cycle, citing the hormones that regulate the reproductive cycle.
- Assesses assisted reproduction techniques and fertility control methods.
- Identifies the main sexually transmitted diseases and their treatment and prevention.

UD 8: HEALTH AND DISEASE

- Understands the concepts of health, health determinant and disease, differentiates infectious diseases from non-infectious diseases and knows the mechanisms of transmission of these.
- Knows the main mechanisms capable of helping the organism when suffering from an illness: vaccines, serums and some commonly used medicines.
- Defines transplantation, knows its types and the problems posed by rejection, values the social importance of donation and knows the conditions to become a donor.

1ST BACCALAUREATE - SCIENTIFIC CULTURE

UD 8: INTERNET

- Justifies the use of social networks, pointing out the advantages they offer and the risks they entail.
- Determines the problems faced by the Internet and the solutions that are being considered.
- Describes the most common computer crimes.
- Highlights the need to protect data through encryption, passwords, etc.
- Points out the social implications of technological development.

1 ESO- PHYSICAL EDUCATION

- To improve their degree of disinhibition.
- To perform all exercises and participate in all expressive activities.
- To get involved with responsibility and respect in their execution.
- To know some training systems of their physical capacities.
- To improve their physical capacities with respect to their starting point.
- To relate the practice of physical exercise to healthy habits.
- To be able to apply the values and learning from sport beyond the playing field in their daily lives.
- To respect and collaborate with their teammates.
- Knows and anticipates risks in physical activity and sport.

- To know the protocols to be followed to activate emergency services and environmental protection.
- To know the preventive and safety measures specific to each activity.

2 ESO- PHYSICAL EDUCATION

- Demonstrates knowledge of the characteristics of physical activities with a healthy approach and the benefits they bring to individual and collective health.
- Relates toning and flexibility exercises with the compensation of the effects caused by the most frequent inadequate postural attitudes.
- Relates habits such as sedentary lifestyles, tobacco and alcohol consumption with their effects on physical condition and health.
- Assesses food and hydration needs for different types of physical activity.
- Regular, systematic and autonomous practice of physical activities in order to improve health conditions and quality of life.
- Applies procedures to integrate in physical activity programmes the improvement of basic physical abilities, with a healthy orientation and at a level appropriate to his/her possibilities.
- Assesses his/her physical fitness in its anatomical, physiological and motor dimensions, relating them to health.
- Values the different physical activities distinguishing the contributions that each one has from a cultural point of view, for enjoyment and personal enrichment and for the relationship with others.
- Maintains a critical attitude towards unsportsmanlike behaviour, both as participants and spectators.
- Compares the effects of different physical and sporting activities on the environment and relates them to the way of life in the environment.
- Relates physical activities in nature with health and quality of life.
- Identifies the most frequent injuries derived from the practice of physical activity.
- Describes the protocols to be followed when faced with the most frequent injuries, accidents or emergency situations produced during the practice of physical sports activities.

5.- UK LEGISLATION

CARING FRIENDSHIP PRIMARY
Happy and secure friendships
Ways of making friends
Choosing friends
Online friendships
Characteristics of friendships
Welcoming friendships
When an offer of friendships is rejected
Working through problems
Trust and friendship
Unsafe friendships

FAMILIES SECONDARY
Committed relationships
Types of committed relationship
Diverse relationships and families
Happiness and bringing up children
A nurturing environment
Responsibilities of parents/carers
Marriage, civil partnerships and cohabitation
Who can marry
Marriage rights and protections
Freedom to consent to marriage
Civil partnership
Cohabitation
Unregistered marriages
Difficulties in relationships
Ending committed relationships
Divorce and dissolution
Unsafe relationships
Knowing when to trust people
Unsafe relationships
Getting help and support

FAMILIES PRIMARY
Introducing the family
Security, love and guidance, support when we need it most
Different types of family
Respecting difference
Appreciating diversity
Happy family life
Difficult times in families
Feeling unhappy or unsafe
Unhappy or unsafe relationships
How to ask for help or advice
Marriage

BEING SAFE SECONDARY
Consent and communicating consent
Consent
Communicating consent
Not pressuring others
Consent and the law
Sexual consent
UK legal age of consent
Freedom and capacity to consent
When consent is not possible
Checking for consent
People in a position of trust
Abuse
Abuse, including child abuse
Physical abuse
Neglect
Domestic abuse
Online abuse
Image-based sexual abuse
Sexual exploitation
Impacts of abuse
Getting help – abuse
Rape and sexual assault
Rape, sexual assault and the law
Getting help – rape and sexual assault
Honour-based violence and forced marriage
Types of honour-based violence
Forced marriage
Getting help – honour-based violence and forced marriage
Female genital mutilation (FGM)
FGM and legal protections
Getting help - FGM
Grooming
Grooming and radicalisation
Getting help – grooming and radicalisation
Coercion
Coercion
Getting help – coercion
Harassment
Harassment and Sexual harassment
Getting help – harassment

BEING SAFE PRIMARY
Boundaries, privacy and feeling unsafe
Respectful, positive relationships (friendship and family)
Appropriate boundaries: physical contact, personal information,ask for support
Communicating boundaries
Recognising boundaries
Keeping some information private
Privacy
Secrets
Rights over our own bodies:bodily autonomy, refuse some contact, an adult or another young person should never make a young person uncomfortable,ask a trusted adult for advice
The right to feel safe.
Asking for help and support
Recognising abusive behaviour
Right to ask for help
How to ask for advice

CHANGE ADOLESCENT BODY SECONDARY
The brain during puberty
Managing emotions and behaviour
Managing sexual attraction
Diversity of developing bodies
Hygiene during puberty
Penis hygiene
Vulva hygiene
Menstrual wellbeing

CHANGE ADOLESCENT BODY PRIMARY
Introducing puberty
Hormones that affect both sexes
Hormones that affect boys or girls
Changes to a girl's body in puberty
The menstrual cycle
Menstruation
Menstrual products
Menstrual wellbeing
Changes to a boy's body in puberty
Understanding the penis
Erections
Ejaculation
Emotions and behaviour
Healthy eating during puberty
Changes in sleep cycles

DRUGS, ALCOHOL AND TOBACCO SECONDARY
Drugs
Illegal drugs
Substance misuse
Health risks of illegal drugs
Drug risks awareness
Illegal drugs and mental health
Dangers of 'self-medication'
Illegal drugs and the law
Travel abroad and drugs
Impact of drug convictions
Wider impact of illegal drugs
Prescription drugs risks
Drugs, crime and illegal gangs
Alcohol
Short-term health risks of alcohol
Long-term health risks of alcohol
Psychological risks of alcohol
Brain development and alcohol
Lower risk alcohol consumption
Substance use and functioning
The 'drink drive' limit
Tobacco
Harms from tobacco
Smoking risks and dangers
Stopping smoking
Benefits of stopping smoking

DRUGS, ALCOHOL AND TOBACCO PRIMARY
Tobacco
Legal and illegal harmful substances and associated risk
Smoking basic
Passive smoking
E cigarettes (vaping)
Alcohol
Alcohol use
Alcohol age restrictions
Drugs
Illegal drugs risks
Prescription drugs risks
Addiction risk
Risks of accidents after drinking or using drugs

FIRST AIDS SECONDARY
Basic treatment for common injuries
Basic first aid approaches
What to do if the injury requires an alternative or emergency response
Live saving skills:

Teach the 3 ABC priorities for assessment: <ul style="list-style-type: none"> • airway • breathing • circulation
Recovery position
CPR
Defibrillators
Understanding, finding, using defibrillators

FIRST AIDS PRIMARY
Introducing basic first aid
When and how to help someone
Putting safety first
Minor and major injuries
Medication (painkillers paracetamol and ibuprofen and antihistamines)
Antiseptic cream
Dressings and bandages
Common injuries
Wasp and bee stings
Cuts and grazes
Nosebleeds
Headaches
Head injuries
Sprains
Break bones
Vomiting
Eye injuries
Burns and scalds
Allergies
Choking
If someone falls unconscious
Making an emergency call
Calling 999 for an ambulance

HEALTH AND PREVENTION SECONDARY
Personal hygiene
Bacterial infections
Antibiotic resistance
Dental health
What good dental health is
Tooth decay and gum disease
Preventing plaque build up
Flossing and interdental cleaning
Sugar and dental health
Immunisation and vaccination
The immune system
Vaccinations
Sleep health

Getting good quality sleep
Devices and sleep
Self examination

HEALTH AND PREVENTION PRIMARY
Signs of physical illness
Common signs of illness
Signs of more serious illness
Sun safety
Sunlight and vitamin D
Unsafe exposure to the sun
UV radiation and our skin
Reducing the risks of the sun
Skin cancer
Sleep
Importance of good quality sleep
How much sleep
How lack of sleep affects health
Getting good quality sleep
Dental health
Importance of good dental health
Benefits of dental checks
Personal hygiene
Germ and infections
Handwashing
Sneezing and coughing
How infection is treated
Allergies
Non-food allergies
Food allergies
Common allergic symptoms
Severe allergic symptoms
Other types of food hypersensitivity
Immunisation and vaccination
Vaccination
How vaccines work
Herd immunity

HEALTH EATING SECONDARY
A healthy diet
Carbohydrates
Protein
Fat
Vitamins
Important vitamins
Minerals
Important minerals
Drinking enough fluids
Maintaining healthy eating
Choosing ingredients
Processed food
Understanding food labels

Unhealthy diets
Poor diet- hypertension
Poor diet- high cholesterol
Poor diet- obesity
Poor diet- tooth decay
Poor diet- bowel cancer

HEALTH EATING PRIMARY
A healthy diet
Carbohydrates
Protein
Fat
Fibre
Vitamins
Minerals
Drinking enough fluids
Understanding calories
Benefits of regular meals
Planning a range of meals
Unhealthy diets
Impacts of unhealthy diets
Poor diet and tooth decay
Poor diet and unhealthy weight
Impact of caffeine on health
Impact of alcohol on health

INTERNET SAFETY AND HARMS SECONDARY
How the online world is different
Unhealthy comparisons
Body image
Social media and reality
Over-relying on online relationships
Gambling
Recognising problem gambling
Targeted advertising and information
Online information
Targeted advertising
Influencers
Accessing support
Identifying harmful behaviours
When to get support

INTERNET SAFETY AND HARMS PRIMARY
Role of the internet in our lives
Rationing screen time to avoid risks
Ways to manage time online
Positive content online
Harmful online content
Impact of content on wellbeing

Age restricted content
Online relationships and privacy
How actions affect others online
Respectful online relationships
Communicating online
Protecting personal information
Online abuse and trolling
Online abuse and mental wellbeing
Understanding online information
Taking a critical approach
Understanding online information
Deciding what information to trust
Internet cookies
Influencers
Getting support with online issues
Reporting content/conduct
Keeping safe online

INTIMATE AND SEXUAL RELATIONSHIPS SECONDARY
Healthy intimate relationships
Diversity of intimate relationships
Good communication
Sex in intimate relationships
Choosing to not to have sex
Intimacy without sex
When relationships end
Sexual consent and the law
UK legal age of consent
Freedom and capacity to consent
When consent is not possible
Checking for consent
People in a position of trust
Identifying and managing sexual pressure
Sources of sexual pressure
Recognising sexual pressure
Managing sexual pressure
Not pressuring others
Sexual relationships
How sex can affect health
Future sexual health
Sexual health screening
Alcohol, drugs and sex
Human fertility and reproduction
Individual development
Fertility and reproduction
Ways people have a child
How health can affect fertility
Fertility and menopause
Pregnancy, Pregnancy testing and support
Having a baby
Wellbeing during/after pregnancy
Miscarriage and 'stillbirth'
Pregnancy choices and support
Making decisions about pregnancy
Abortion

Support if considering abortion
Sexually transmitted infections
Other ways people get STIs
Understanding 'safer sex'
Impact of STIs
Most common STIs
STI help and testing
STI treatment
Contraception and sexual health advice
Right to sexual health services
Contraception
Contraceptive choices
Emergency contraception
Using condoms

MENTAL WELLBEING SECONDARY
Talking about emotions
Happiness and personal connection
Recognising wellbeing concerns
Common types of mental ill health
Understanding anxiety
Critically evaluate mental wellbeing
Build on positive wellbeing factors

MENTAL WELLBEING PRIMARY
Introducing mental wellbeing
Range of childhood emotions
Scale of childhood emotions
Talking about emotions
Appropriate emotions / behaviour
Physical activity and wellbeing
Social activity and wellbeing
Positive routines and sleep
Simple self-care techniques
Isolation and loneliness
Talking and getting support
When to ask for help
Who to ask for help
Children and mental health

ONLINE RELATIONSHIPS SECONDARY
Opportunities online
Digital citizenship
Digital footprint
Rules about online behaviour
Risks online
How data is generated and used
Sharing material online
Removing material online
Risks of unknown people online
Impacts of viewing harmful content
Pornography and the law

Indecent images of children
Support and reporting
Strategies to manage online issues
Right to ask for help
When to get support
Reporting content/conduct

ONLINE RELATIONSHIPS PRIMARY
Online behaviour
Understanding the online world
How people behave online
Misleading online identities
Respect and communication
Respectful online relationships
Communicating online
Assessing online friendships and sources of information
Assessing online friendships
Understanding online information
Deciding what information to trust
Internet cookies
Echo chambers
Keeping safe online
Protecting personal information
Harmful online content
Helping to avoid harmful content
Harmful behaviour online
Meeting people online
Defining 'strangers' online
Danger of meeting strangers
How information is shared
Digital footprint
How information is used
Help with problems online
Right to ask for help
Asking for help with online issues

HEALTH AND FITNESS SECONDARY
Characteristics of a healthy lifestyle
Physical activity in the daily routine
Muscle and bone strengthening
Preparing for physical activity
Measuring fitness
Maintaining a healthy weight
Abdominal obesity
Help with weight concerns

HEALTH AND FITNESS PRIMARY
Characteristics of a healthy lifestyle
Physical activity in the daily routine
Muscle and bone strengthening
Preparing for physical activity
Measuring fitness
Maintaining a healthy weight
Abdominal obesity
Help with weight concerns