

Subject:	PSHCE (Core)	Year	9	Ability	All
-----------------	---------------------	-------------	----------	----------------	------------

Term / Date(s)	Unit 1	Unit 2	Unit 3
Topic	Extremism & Radicalisation	Exploring Influence	Healthy Relationships
Students will learn...	Students will learn how to treat others with kindness and respect, recognising their impact on others and understanding that everyone is equal and unique. They will explore different communities and values, including British Values, and what tolerance and respect for others' beliefs mean in modern society. Students will learn about key legal frameworks such as Human Rights, the Equality Act 2010 and Protected Characteristics, including how discrimination can occur and how to challenge it safely. Students will also learn about extremism and radicalisation, including their risks, how to recognise vulnerability, and where to seek help and support.	Students will learn about their rights and responsibilities online, and how to stay safe in public and social situations, including how to seek help and report harmful behaviour. They will develop an understanding of exploitation, abuse and harmful practices, including the laws around these and where to find support. Students will learn about the influence of peer pressure, role models and the media on choices and wellbeing, and the importance of individuality and informed decision-making. They will also revisit laws and risks related to drugs, alcohol and consent, including issues such as spiking. Finally, students will learn about gangs and criminal exploitation, including county lines, how young people may be targeted, and how to recognise risks and seek support to stay safe.	Students will learn how to build and maintain healthy, respectful relationships, both online and offline, including understanding consent, boundaries, communication, trust, self-esteem, and recognising unhealthy or unsafe behaviours. Students will learn about the impact of stereotypes, prejudice, online influences, sexual pressure, pornography, and harmful sexual behaviour, as well as the laws surrounding consent, sexual violence, and forced marriage, and where to seek help and support when needed.
Components	Students will understand how to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal. Students will look at different types of communities and how these sit within our own Academy values. Students will understand the British Values and what these mean in Modern Britain. In particular, what tolerance requires, including the importance of tolerance of other people's beliefs. Students will understand The Human Rights, The Equality Act 2010, and the Protected Characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation). In addition, students will look at Direct and Indirect Discrimination and how to link this to the protected characteristics. Students will understand and recognise different extremist groups and why these are banned, including the dangers of extremism. They will learn about the vulnerabilities to radicalisation and how to raise awareness of these. Students will understand how to safely challenge discrimination and prejudice and how these can link to both radicalisation and extremism. Students will understand where to seek support in relation to extremism and radicalisation.	Students will understand the rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. Students will understand how to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. They will have knowledge of how to seek help when needed and how to report harmful behaviour. They should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Students should understand the concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation. Students will recap the physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible. Students will revisit how and where to seek support for concerns around sexual relationships including sexual violence or harms. Students will reflect on the term Peer Pressure and understand how Peer Pressure can affect confidence and self-esteem. Students will understand the importance of free choice and individuality. Students will understand the roles of positive and negative role models and how this impacts young people. Students will look at examples of positive role models in the media. Students will look at	Students will recap how to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust. Students will recap the characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks and generosity. They will understand the importance of boundaries, tolerance, privacy, and the management of conflict, reconciliation and how to end relationships if needed. They will show an understanding of managing the difficult emotions that go along with this, including anger and frustration. Students will revisit the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image); how people may curate a specific image of their life online; the impact that an over-reliance on online relationships, including relationships formed through social media, can have. Students will recap the importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. They should understand what it means to be treated with respect by others. Students will recap the practical steps they can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict. Students will understand stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or

		how the media can impact role models and how they are represented. Students will look at the different types of gangs and what this means legally. Students will reflect on why people may choose to join a gang and what may be the pull factors. Students will look at county lines and how people may be recruited into gangs. Students will understand how to identify the signs of criminal exploitation within gangs. Students will look at peer pressure and peer influence and how ‘Group Think’ can impact people. Students will recall and reflect on the laws surrounding consent, the age of consent and capacity to consent. In addition, students will look at the law surrounding sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour surrounding alcohol and drugs. Students will recap and revisit drug classifications. Students will reflect on the laws surrounding consent and how drugs and alcohol can affect the capacity to consent. Students will look at the risks surrounding spiking and how to keep safe in a range of situations. Students will understand the laws surrounding grooming or exploiting children into criminal activity, which can include gang involvement and county lines drug running.	encourage prejudice). They should be equipped to recognise misogyny and other forms of prejudice. Students will learn about gender and sexuality and the impacts this can have on mental health. Students will recap that the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. They should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong. Students will recap that there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others. Students will understand the warning signs of controlling and coercive behaviours within a relationship and where to seek support. Students will revisit how to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed. Students will build on the concepts and laws relating to sexual violence, including rape and sexual assault. They will understand what constitutes as sexual harassment, sexual violence and the concepts and laws relating to harmful sexual behaviour. Students will build on their knowledge of consent and the law. Students will understand that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex. Students will revisit the concepts and laws relating to forced marriage. Students will understand the laws surrounding pornography, including revenge pornography and child pornography and the impacts on mental health. Students will understand that pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful.
What Students should already know (prior learning components)	In KS2, students should have covered the following components to support the current topics: Y7 Learning For Life Unit 1 •What is PSHCE (British Values) Y7 PSHCE Unit 3 •Prejudice, Stereotypes & Discrimination •Homophobia, Racism and Religious Discrimination •Challenging Hate Y8 Learning for Life Unit 1 •British Values & Protected Characteristics •Recognising and Promoting Social Norms	In KS2, students should have covered the following components to support the current topics: Year 7 PSHCE Unit 1 •Self Worth & Qualities of a Healthy Relationship •Unhealthy Relationships & Evaluating Expectations •Consent, The Law and Communication about Consent •Appropriate Language & Behaviour Year 7 PSHCE Unit 2 •Recognising and Responding to FGM Year 7 PSHCE Unit 3 •Prejudice Stereotypes & Discrimination Year 8 Learning For Life Unit 1	In KS2, students should have covered the following components to support the current topics: Year 7 PSHCE Unit 1 •Self Worth & Qualities of a Healthy Relationship •Unhealthy Relationships & Evaluating Expectations •Consent, The Law and Communication about Consent •New Relationships & Developing them •Appropriate Language & Behaviour Year 8 PSHCE Unit 1 •Marriage •Conflict and Resolution Strategies •Love and Abuse •Managing Relationships Year 8 PSHCE Unit 2

	Y8 Learning for Life Unit 2 •Fake News, social media & Misleading Information •Recognising Online Grooming •Age Restrictions & Making Responsible Decisions •Public & Private content Year 9 Learning for Life Unit 3 •Fraud and Cyber Crime Year 8 PSHCE Unit 1 •Using social media Safely Year 8 PSHCE Unit 3 •Assessing & Managing Risk, Consent and Personal Information	•Legal & Illegal Substances •Habit & Dependence (Energy Drinks) •Smoking and Alcohol Impacts •Recognising and Promoting Social Norms Year 8 PSHCE Unit 1 •Conflict and Resolution Strategies Year 8 PSHCE Unit 2 •Using social media Safely •Peer on Peer Abuse Year 9 Learning for Life Unit 1 •Healthy and Unhealthy Friendships •Assessing Risk and Managing Influence •Legal and Physical Risks of Carrying a knife •Social Norms (Alcohol & Drugs)	•Peer on Peer Abuse •Healthy and Unhealthy Coping Strategies Year 8 PSHCE Unit 3 •Assessing & Managing Risk, Consent and Personal Information •Relationship Troubles •Domestic Abuse and Violence Year 9 Learning for Life Unit 1 •Healthy and Unhealthy Friendships •Passive, Aggressive and Assertive Behaviour
Golden Knowledge	• Understand that British Values underpin Modern Britain • Understand that British Values were introduced as part of the Prevent Agenda. • Understand that we live in a diverse society with many different faiths and cultures. • Understand the Equality act and how this underpins British Values. • Understand the Protected Characteristics and how these help protect against discrimination. • Understand The Human Rights Act and how this protects citizens. • Understand that Extremism is not a religious practice and is not linked to any religion. • Understand the signs of Radicalisation and understand where to seek support. • Understand the idea of Grooming as part of Radicalisation.	• Understand that consent is freely given. • Understand that Peer on Peer Abuse is between people under the age of 18. • Understand that everyone in the UK has the right to Individual Liberty. • Understand that FGM is not a religious practice and is not linked to any religion. • Understand the value of a positive role model and potential negative impacts of a negative role model. • Understand that it is Illegal to consume Class A, B & C drugs within the UK and the laws surrounding this. • Understand that drugs and alcohol can affect someone's ability to consent. • Understand that people can be at risk of spiking and the implications this can have,	• Understand that there should be mutual values in any relationship. • Understand the laws surrounding abuse. • Understand the terms cohesion and controlling behaviour. Understand that relationships should be healthy and free from abuse. • Understand that consent should be given freely. • Understand that there are strict laws surrounding pornography within the UK. • Understand the laws surrounding child pornography with specifics to sharing imagery. • Understand that peer on peer abuse is between children under the age of 18.
Transferrable knowledge (skills)	•To recognise the signs of radicalisation. •To recognise the signs of extremism. •To recognise the signs of grooming in relation to radicalisation and extremism. •To understand the British Values and how these impact the Prevent Agenda with relation to Extremism and Radicalisation. •To consider the difference between the Equality Act and the Human Rights Act and how these impact people in the UK. •An ability to apply an understanding of fundamental British values to daily issues (Tolerance, Mutual Respect and Tolerance of different faiths and beliefs, Individual Liberty and Rule of Law). •How to consider a wide range of views and be respectful of those with differing opinions to their own. •The ability to consider one's own beliefs and opinions, reflect on what has influenced these and compare it to the beliefs and opinions of others.	•To distinguish between what makes an unhealthy and healthy relationship and understand the potential risks within a relationship •To understand the difference between being passive, assertive and aggressive when communicating with people. •To understand the dangers and legal implications of carrying a knife. •To manage risk in relation to gangs, gang culture, drugs and alcohol. •An ability to apply an understanding of fundamental British values to daily issues (Tolerance, Mutual Respect and Tolerance of different faiths and beliefs, Individual Liberty and Rule of Law).	•To manage the expectation within relationships •Understand the ethical and legal implications related to consent •How to challenge victim blaming and victim shaming and seek support where required. •An ability to apply an understanding of fundamental British values to daily issues (Tolerance, Mutual Respect and Tolerance of different faiths and beliefs, Individual Liberty and Rule of Law). •How to consider a wide range of views and be respectful of those with differing opinions to their own. •The ability to consider one's own beliefs and opinions, reflect on what has influenced these and compare it to the beliefs and opinions of others.
Key vocabulary pupil will know and learn	Grooming Extremism Radicalisation Equality Prevent Agenda Tolerance Conflict Communities Inclusion	Healthy & Unhealthy Friendships Grooming Assertiveness Substance Misuse Gangs Group Think Gang Mentality Passive Aggressive	Expectations Myths Expectations Pornography Behaviours Consent Misconceptions Assumptions Manipulation

	Influence Discrimination Prejudice Challenge Tolerance	Assertive Implications Social Norms Addiction Dependence Child Criminal Exploitation Role Models	Coercion Capacity to consent Exploitation Victim Blaming / Shaming Abstinence Celibacy
Assessment activities	-Recall and retention activities at the start of each lesson to deepen knowledge and understanding overtime and to address misconceptions. -End of unit assessment activity to access learning over time and address misconceptions. -Misconceptions re-taught to close learning loop ahead of next topic. -Student Voice -Work Scrutiny	-Recall and retention activities at the start of each lesson to deepen knowledge and understanding overtime and to address misconceptions. -End of unit assessment activity to access learning over time and address misconceptions. -Misconceptions re-taught to close learning loop ahead of next topic. -Student Voice -Work Scrutiny	-Recall and retention activities at the start of each lesson to deepen knowledge and understanding overtime and to address misconceptions. -End of unit assessment activity to access learning over time and address misconceptions. -Misconceptions re-taught to close learning loop ahead of next topic. -Student Voice -Work Scrutiny
Notes Why this topic is important Why this topic is important...	This topic is important because it teaches students about British Values and how to be tolerant and respectful of those with different belief systems to their own. Students will understand the different types of extremism and radicalisation and understand how to spot the warning signs and how to signpost help or find support if required. Students will learn about the dangers surrounding extremism and radicalisation and how people are groomed into extremism.	This topic is important because it teaches students about the risks associated with gangs and becoming a member of a gang. Students will learn about grooming and how people are recruited into gangs unknowingly. Students will learn about the risks of drugs and alcohol and how they can be linked with grooming and child criminal exploitation. Students will learn about the dangers and legal impacts of carrying a knife and how this could lead to arrest.	This topic is important because it teaches student about relationships. It helps students understand about healthy and unhealthy relationships and how manipulation and coercion can be factors in unhealthy relationships. This unit helps students to understand the risks surrounding pornography and how this can lead to unrealistic expectations in relationships.
Safeguarding signposts	- Students will be regularly reminded of support services both within the Academy and externally - Discussions about equality, diversity, human rights and protected characteristics will be delivered in an inclusive and respectful manner. Staff will establish clear ground rules to ensure that all students feel safe, respected and able to participate appropriately. - Lessons exploring identity, beliefs, values and protected characteristics will focus on promoting understanding, respect and inclusion. Students will not be required to disclose personal information about their identity, beliefs, family circumstances or lived experiences. - Teaching about the Equality Act 2010, Human Rights and discrimination will use age-appropriate examples and case studies. Staff will ensure that discussions remain respectful and will challenge discriminatory language, stereotypes and prejudice in line with school policies. - Discussions about direct and indirect discrimination may involve consideration of real-world scenarios. Staff will ensure that examples are carefully selected and do not single out individual students, groups or communities within the school. - Teaching about British Values, including democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs, will encourage respectful discussion and critical thinking. Students will be supported to explore differing viewpoints in a safe and balanced way. - Lessons addressing prejudice, discrimination, extremism and radicalisation may include discussion of harmful ideologies, groups or behaviours. Staff will present information factually and objectively, focusing on the risks, impacts and safeguarding concerns rather than providing unnecessary detail about extremist narratives or activities. - When discussing extremist groups and radicalisation, staff will ensure that content does not promote, normalise or sensationalise extremist views. The focus will remain on recognising warning signs, building resilience to harmful influences and understanding how to seek support.	- Students will be regularly reminded of support services both within the Academy and externally - Discussions about personal safety, online safety and harmful behaviours will be delivered using age-appropriate scenarios and examples. Staff will focus on recognising risks, accessing support and making informed decisions rather than encouraging students to share personal experiences. - Teaching about personal safety in public spaces will emphasise practical safety strategies, awareness of surroundings and seeking help when required. Staff will make clear that responsibility for harmful behaviour always lies with the perpetrator and that victims are never to blame. - Lessons exploring online rights, responsibilities and behaviour will reinforce that the same standards of respect, consent and legality apply both online and offline. Students will not be directed towards harmful online content, platforms or individuals. - Discussions about exploitation, including sexual exploitation, criminal exploitation, financial exploitation and grooming, may prompt safeguarding disclosures. Staff will ensure that content focuses on recognising warning signs, understanding risks and accessing support rather than providing detailed accounts of exploitation methods. - Teaching about grooming and exploitation will be delivered in line with safeguarding guidance. Staff will avoid providing information that could inadvertently normalise, glamorise or explain how exploitation is carried out. - Discussions relating to female genital mutilation (FGM), virginity testing and hymenoplasty will be delivered sensitively and in accordance with statutory safeguarding guidance. Students will not be asked to share personal or family experiences, and any concerns or disclosures will be managed through safeguarding procedures. - Lessons addressing sexual violence, sexual harassment, harmful sexual behaviour and exploitation will focus on recognising abuse, understanding the law, seeking support and reporting concerns. Graphic descriptions, case details or explicit examples will not be used.	- Students will be regularly reminded of support services both within the Academy and externally - Discussions about relationships, consent, sexual health and personal safety will be delivered using age-appropriate, factual and inclusive language. Staff will focus on educational scenarios and learning outcomes and will not encourage students to share personal experiences or details of their own relationships. - Teaching about healthy and unhealthy relationships will explore trust, respect, consent, boundaries, communication and conflict resolution. Staff will ensure that discussions remain generalised and educational rather than focused on individual circumstances. - Lessons addressing relationship breakdown, conflict, anger, frustration and emotional wellbeing may encourage personal reflection. Students will not be required to disclose personal experiences, and staff will provide appropriate support and signposting where needed. - Discussions about self-esteem, identity, sexuality, gender and respectful relationships will be delivered in an inclusive and non-judgemental manner. Staff will establish clear expectations for respectful discussion and will challenge discriminatory language, stereotypes and prejudice in accordance with school policies. - Teaching about stereotypes, misogyny, discrimination and prejudice may involve discussion of harmful attitudes and behaviours. Staff will ensure that examples are carefully contextualised and challenged and will not permit language or viewpoints that create an unsafe learning environment. - Lessons exploring online influences, body image, social media and unhealthy comparisons will focus on media literacy, critical thinking and emotional wellbeing. Students will not be directed towards harmful websites, accounts or online content. - Discussions about inappropriate, harmful or illegal online content, including misogynistic content, violent content and content promoting weapon use, will be factual and age-appropriate. Staff will avoid providing details that could encourage access to or engagement with such material. - Teaching about pressure within relationships, including sexual pressure and coercion, will focus on recognising warning signs, understanding personal boundaries, resisting pressure and seeking support. Students will not be asked to share personal experiences of relationships or sexual activity.

	- Discussions about vulnerability to radicalisation may prompt safeguarding concerns or disclosures. Staff will respond appropriately to any concerns raised and follow the school's safeguarding and Prevent procedures where necessary. - Teaching about challenging discrimination, prejudice and extremist views will focus on safe, lawful and constructive responses. Students will be encouraged to seek support from trusted adults rather than placing themselves in situations that may compromise their safety. - Lessons exploring controversial or sensitive issues will be carefully managed to ensure balanced discussion. Staff will challenge misinformation, discriminatory views and harmful stereotypes while maintaining a respectful learning environment. - Ground rules for discussion will be established and reinforced throughout the unit. Students will be reminded not to disclose personal information about themselves or others and that confidentiality cannot be guaranteed where a safeguarding concern is identified. - Throughout the unit, staff will signpost students to appropriate sources of support, including safeguarding leads, pastoral staff, trusted adults and reporting mechanisms for concerns relating to discrimination, hate incidents, extremism, radicalisation or community safety. - Staff delivering this unit will remain mindful of their statutory safeguarding responsibilities under the Prevent Duty. Any concerns relating to vulnerability to radicalisation, extremist influence or harmful ideological beliefs will be managed in accordance with school safeguarding procedures.	- Teaching about consent, capacity to consent, alcohol, drugs and spiking will be factual, age-appropriate and focused on personal safety, legal responsibilities and harm reduction. Staff will not provide information that could be used to facilitate harmful behaviour. - Discussions about drugs and alcohol will focus on risks, legal classifications, personal safety and accessing support. Content will not promote, normalise or glamorise substance use. - Lessons exploring gangs, county lines, criminal exploitation and peer influence will focus on recognising warning signs, understanding legal consequences, building resilience to pressure and accessing support. Staff will avoid presenting gang involvement in a way that could be perceived as aspirational, exciting or rewarding. - When discussing gang culture, county lines and criminal exploitation, staff will ensure that examples remain educational and safeguarding-focused. Detailed operational information about criminal activity will not be provided. - Discussions about peer pressure, group influence and role models may encourage personal reflection. Students will not be required to disclose personal experiences relating to friendships, relationships, gang involvement or exploitation. - Lessons exploring positive and negative role models, media influence and social pressures will encourage critical thinking and respectful discussion. Staff will challenge harmful stereotypes, misinformation and unhealthy influences where appropriate. - Ground rules for respectful discussion will be established and reinforced throughout the unit. Students will be reminded not to share personal information about themselves or others and that confidentiality cannot be guaranteed where a safeguarding concern is identified. - Throughout the unit, staff will signpost students to appropriate sources of support, including safeguarding leads, pastoral staff, trusted adults, online safety reporting services, police, healthcare professionals and specialist organisations supporting victims of exploitation, abuse, violence or criminal activity. - Due to the sensitive nature of topics including exploitation, gangs, county lines, sexual violence, FGM and abuse, staff delivering this unit should remain vigilant to potential safeguarding indicators and respond to any concerns in accordance with the school's safeguarding and child protection procedures.	- Discussions about controlling, coercive or abusive behaviours may prompt safeguarding disclosures. Staff will respond appropriately to any concerns raised and follow the school's safeguarding procedures where necessary. - Teaching about sexual harassment, sexual violence, rape, sexual assault and harmful sexual behaviour will be delivered sensitively and in line with safeguarding guidance. Content will focus on recognising abuse, understanding the law, accessing support and reporting concerns. Graphic descriptions or detailed case studies will not be used. - Lessons revisiting consent and the law will emphasise personal choice, mutual respect and legal responsibilities. Staff will present information factually and objectively without encouraging or promoting sexual activity. - Discussions relating to forced marriage will be delivered in accordance with safeguarding guidance. Staff will focus on legal protections, individual rights and available support services. Any concerns or disclosures will be managed in line with school safeguarding procedures. - Teaching about pornography, including illegal forms of pornography and image-based abuse, will focus on the law, consent, healthy relationships, online safety and potential harms. Staff will not display, describe or direct students towards pornographic material or provide details about specific content. - Discussions about pornography and online sexual content will emphasise that such material can present unrealistic, distorted or harmful portrayals of relationships, consent, bodies and sexual behaviour. Content will be delivered sensitively and in an age-appropriate manner. - Students will be reminded that they can seek support if they are concerned about their own behaviour, the behaviour of others, harmful online experiences, abusive relationships or sexual violence. Information about reporting concerns and accessing support will be provided throughout the unit. - Ground rules for respectful discussion will be established and reinforced throughout the unit. Students will be reminded not to share personal information about themselves or others and that confidentiality cannot be guaranteed where a safeguarding concern is identified. - Throughout the unit, staff will signpost students to appropriate sources of support, including safeguarding leads, pastoral staff, trusted adults, school nurses, healthcare professionals and specialist services relating to relationships, abuse, exploitation, online safety and sexual violence.
Links to Statutory Guidance	Statutory DFE Guidance - Relationships Education, Relationships and Sex Education (RSE) and Health Education PSHE Association OFSTED Guidance	Statutory DFE Guidance - Relationships Education, Relationships and Sex Education (RSE) and Health Education PSHE Association OFSTED Guidance	Statutory DFE Guidance - Relationships Education, Relationships and Sex Education (RSE) and Health Education PSHE Association OFSTED Guidance
Links to Faith and Cultures	Understanding local communities and their religious practices. Religious attitudes towards extremism / radicalisation. Challenging hate towards religion regarding extremism / terrorism. Understanding that terrorism is not a religious act.	Understand that FGM is not a religious practice.	Religious attitudes towards sexual intercourse / marriage and abstaining from sex until after marriage.