



ST MARY'S HIGH SCHOOL, NEWRY

Preventative Curriculum

Revised: November 2024

Rationale:

The Preventative Curriculum is designed to help students gain the skills, knowledge and understanding they need to lead healthy, independent lives and to become informed, active, resilient and responsible citizens. Students are encouraged to take part in a wide range of learning experiences, contributing fully to the life of the school and their wider community. In doing so, they learn to recognise their own worth, develop a sense of their own identity and the ability to take their place in the community, as well showing respect for others.

Students are encouraged to reflect on their experiences and to recognise how they are developing personally and socially; addressing the spiritual, social, moral and cultural issues that form an intrinsic part of growing up. St Mary's is a safe environment in the life of our students where they can develop their strengths and capacity to adjust to the challenges of life and develop the necessary competences to become confident and resilient individuals. The delivery of the Preventative Curriculum is inclusive of present needs and helps students in their development towards adulthood, encouraging the development and promotion of emotional intelligence and self-resilience.

Personal Development and Mutual Understanding (PD&MU) focuses on encouraging each child to become personally, emotionally and socially effective, to lead healthy, safe and fulfilled lives and to become confident, independent and responsible citizens, making informed and responsible choices and decisions throughout their lives.

(CCEA 2018)

The Preventative Curriculum promotes the holistic development of individuals, this involves providing learning opportunities to develop values, attitudes and skills as well as the acquisition of knowledge. The programme is enhanced through extensive collaborative links with a range of external support agencies. This is in keeping with the aims of the school as outlined in the Mission Statement:

'We will work in collaboration with other educational institutions and in partnership with parents, students and staff to maximise the academic and creative potential of students, enabling them to achieve the highest educational standards, thereby enriching their lives, the community and the economy.'

Aims of the Preventative Curriculum:

The Preventative Curriculum in St. Mary's High School is consistent with the central aims and objectives of the Northern Ireland Curriculum, that is, the development of the whole person. This entails the acquisition of key concepts and skills and the promotion of values and dispositions. The aim of the Preventative Curriculum is to develop interrelated concepts, skills, attitudes and values which will promote the all-round development of each student. (Appendix 1).

Objectives of the Preventative Curriculum

As a Rights Respecting School, the Preventative Curriculum is integral to all aspects of school life. The comprehensive Preventative Curriculum Programme supports students to:

- to empower students to become effective and independent learners;
- to promote critical and analytic reflection on key concepts such as identity and self-awareness, self-esteem, friendship, relationships, feelings and emotions, parenthood and community;
- develop skills such as inter and intra-personal skills, emotional management skills, study skills, practical skills (for example First Aid), and the development of the key skills of Communication, IT and Using Mathematics;
- to promote core values, attitudes and dispositions such as:
 - developing a sense of integrity and community spirit;
 - articulate personal attitudes and values;
 - take personal responsibility for their own actions;
 - understand the long-term and short-term consequences of their actions for themselves and others;
 - encourage self-belief, optimism and self-resilience
 - promote tolerance, respect and a concern for others;
- work towards achieving their full academic and creative potential;
- become actively involved in the life of the school developing a sense of respect and of being 'connected' to the wider school community;
- become confident, interdependent and resilient individuals;
- make informed, responsible choices and decisions throughout their lives especially in relation to risk factors;
- encourage all students to develop necessary life skills and to exercise self-discipline, self-respect, respect for others, the environment, local community and personal responsibility, according with Article 29 of the UNCRC *'Education must encourage the child's respect for human rights as well as respect for others.'*

In St Mary's, the Preventative Curriculum is:

- an integral part of the statutory curriculum for all learners;
- the responsibility of every member of staff;
- themes within Personal Development are delivered discretely by Form Teachers (1 period each week);
- supported through learning in other subjects, whole school events, the strong pastoral ethos of the school, and through extra-curricular activities;
- providing students with the opportunities to develop as individuals;
- a means of developing the skills and capabilities outlined in the N Ireland Curriculum;
- providing young people with engaging, challenging and meaningful experiences;
- part of a lifelong process of learning and personal growth.

Preventative Curriculum - Organisation:

There are three aspects to the Preventative Curriculum:

1. Safeguarding Procedures
2. Personal Development Programme
3. Relationships and Sexuality Education

1. Safeguarding

All staff in St Mary's have responsibility for the Pastoral Care, holistic welfare and safety of the students in our care. All staff carry out this duty by providing a caring, supportive and safe environment, where each student is valued for their unique talents and abilities, and in which all our students can learn and develop to their full potential. As a Rights Respecting School, we work together to engender in our pupils, positive attitudes and behaviours based on self and mutual respect. Safeguarding procedures clearly outline the responsibilities of all staff in relation to safeguarding and child protection and the actions taken in cases of suspected abuse.

(Child Protection Policy)

2. Personal Development Programme

In the N Ireland Curriculum, Personal Development is a strand within Learning for Life and Work. Personal Development encourages the development of students emotional and social development, confidence, independence and health and safety awareness.

Key Stage 3

At Key Stage 3 there are 10 themes delivered during Personal Development Lessons, these are in line with the Northern Ireland Curriculum:

1. Health and the Whole Person
2. Feelings and Emotions
3. Managing Influences and Making Decisions
4. Self-Concept
5. Managing Change
6. Morals, Values and Beliefs
7. Learning about Learning
8. Safety and Managing Risk
9. Relationships and Sexuality
10. Drugs Awareness

Key Stage 4

At Key Stage 4 there are 6 main objectives within the Personal Development Programme:

- I. developing an understanding of how to maximise and sustain own health and well-being;
- II. reflecting on, and responding positively to, their developing concept of self, including managing emotions and reactions to on-going life experiences;
- III. recognise, assess and manage risk in a range of real-life contexts;
- IV. developing their understanding of relationships and sexuality and the responsibilities of healthy relationships;
- V. exploring the roles and responsibilities of parenting;
- VI. developing competence as discerning consumers in preparation for independent living

Key Stage 5

At Post 16 students take part in a range of Personal Development talks/workshops throughout their two years of study. These are designed to prepare students for the challenges of adult and student life. They include: Drugs and Alcohol Awareness, Positive Mental Health and Healthy Lifestyles.

3. Relationships and Sexuality Programme

As a Rights Respecting School, St. Mary's is committed to nurturing the personal growth and development of its students in a child centred, inclusive and secure learning environment, where all students are cherished and valued. The Preventative Curriculum includes the delivered of RSE themes across all Key Stages. Students are given opportunities to acquire the necessary knowledge and understanding of human relationships, growth, development, sexuality and identity which enables them to form values and establish behaviour within a moral, spiritual and social framework. Students are encouraged to explore the various friendships in their lives and to learn how to develop and enjoy friendships that are based on responsibility and mutual respect. Such knowledge and skills enable them to build the foundations for developing more safer, meaningful and personal relationships in later life.

Relationship and Sexuality Education (RSE) is a lifelong process which encompasses the acquisition of knowledge, understanding and skills, and the development of attitudes, beliefs and values about personal and social relationships, gender issues and sexual identity. The RSE programme is intended to provide a framework through which students can develop the necessary skills, attitudes and values to deal with the challenges they may meet and to make informed decisions based on self-respect and self-esteem. The RSE policy and programme acknowledges the importance and foundation established by informal learning from parents/carers (or those holding parental responsibility) before any formal education takes place at school. (Appendix 4)

(Relationships and Sexuality Policy)

External Support

The school works in collaboration with a wide range of external agencies and groups to support and enhance the delivery of the Preventative Curriculum. Parents/Carers are informed at the start of each academic year of Preventative Curriculum speakers and workshops.

Managing Risk

The Preventative Curriculum allows students to explore key issues regarding their personal safety. These are incorporated into the Schemes of Work for each year group with special attention to the promotion of safe messages regarding internet safety (Appendix 2,3). Lessons are supported by PSNI talks and CEOP resources.

Roles and Responsibilities

Leader of Learning – (Pastoral)

Mrs J Hughes (Senior Leader) has overall responsibility for planning, monitoring and evaluating the Preventative Curriculum within the school, this role involves:

- developing the whole school Preventative Curriculum in consultation with Staff, Parents/Carers and Students;
- providing Teacher Professional Learning and opportunities to disseminate good practice in relation to Preventative Curriculum these and their delivery;
- liaising with external agencies to support the development and delivery of the Preventative Curriculum;
- mapping key Preventative Curriculum topics and messages across curriculum areas;

- providing information to Parents/Carers regarding the Preventative Curriculum including ‘opt-out’ provisions;
- monitoring, evaluating and reviewing the Preventative Curriculum Policy and Programme, ensuring all students have equal access to the Preventative Curriculum.

Health and Wellbeing Co-Ordinator:

The Health and Wellbeing Co-Ordinator, Mrs C Malone Ryan is responsible for ensuring that the Preventative Curriculum within the school is consistent with the development of Health Promotion and Education and when necessary makes recommendations as to future developments.

The co-ordinator will regularly:

- review the Preventative Curriculum to ensure it promotes health lifestyles;
- co-ordinate, monitor and review health education activities;
- enhance the personal development programme by collaborating with a broad range of potential community-based health agencies to enhance resources and organise activities.

Year Heads:

- develop a Year Group approach by linking themes delivered in the Preventative Curriculum to year group assemblies.
- support Form Teachers in the delivery of Personal Development lessons
- give feedback to the Leader of Learning (Pastoral) regarding the progression of Personal Development lessons including future amendments to the scheme or resources.
- deal effectively with any concerns raised by Form Teachers regarding the Personal Development of students, e.g. mental health and well-being, low self-esteem, disregulation and use the referral system for Child Protection and Behaviour Management.

Form Teachers:

- ensure all students in their form class have equal access to Preventative Curriculum programme within Personal Development lessons;
- encourage students to reflect on the knowledge and skills acquired during Personal Development lessons;
- create a child centered, supportive learning environment where students feel safe and comfortable to discuss their feelings, emotions and sensitive issues.
- report any concerns regarding the personal development of individual students to the Year Tutor including, when necessary, the Designated Teacher for Child Protection and Behaviour Management Co-Ordinator.
- at key times in the year encourage students to:
 - reflect on their progress, achievements and target set for improvement
- record each lesson on the Lesson Tracking Sheet

Related School Policies:

This policy is set within the broader school context of Pastoral Care and as such should be implemented in conjunction with the following school policies:

- ✚ Pastoral Care Policy
- ✚ Child Protection Policy
- ✚ Anti-Bullying Policy
- ✚ Internet Policy
- ✚ E-Safety Policy
- ✚ Learning Support Policy
- ✚ RSE Policy
- ✚ Behaviour Policy
- ✚ CRED Policy
- ✚ Drugs Education Policy
- ✚ First Aid Policy
- ✚ Health and Safety Policy
- ✚ Health and Wellbeing Policy
- ✚ Inclusion Policy

Dissemination of the Preventative Curriculum Policy:

Pastoral Policies are available to all parents/cares on the School App and Website. An overview of the policies is sent to all parents/carers at the start of each academic year.

Monitoring, Evaluation and Review

Mr M Fitzpatrick VP/Pastoral Leader and Senior Leader (Pastoral), Mrs J Hughes are responsible for monitoring, evaluating and reviewing the implementation of the Preventative Curriculum Policy and Procedures to ensure:

- ✚ the effective implementation of this policy and programme;
- ✚ the policy is updated in the light of new developments
- ✚ implementation of the policy is reviewed and advise the Principal and SLT on a regular basis.

Signed by Chair of Governors: _____

Date: _____

Signed by Principal: _____

Date: _____

Date of Review: __November 2026_____

Appendix 1 – Mapping Skills/Attitudes and Dispositions

THEME	KNOWLEDGE				SKILL	SKILLS				A+D	ATTITUDES AND DISPOSITIONS			
	K53	K54 NON-LLW GCSE	K54 GCSE LLW	POST - 16		K53	K54 NON-GCSE	K54 GCSE	POST - 16		K53	K54 NON-GCSE	K54 GCSE	POST - 16
1: HEALTH AND THE WHOLE PERSON	Y	Y	Y	Y	MANAGING INFORMATION	Y	Y	Y	Y	PERSONAL RESPONSIBILITY	Y	Y	Y	Y
2: FEELINGS AND EMOTIONS	Y	Y	Y	Y		CONCERN FOR OTHERS	Y	Y	Y	Y				
3: MANAGING INFLUENCES AND MAKING DECISIONS	Y		Y	Y	THINKING PROBLEM SOLVING AND DECISION MAKING	Y	Y	Y	Y	COMMITMENT- DETERMINATION- RESOURCEFULNESS	Y	Y	Y	Y
4: SELF CONCEPT	Y		Y	Y		OPENNESS TO NEW IDEAS	Y	Y	Y	Y				
5: MANAGING CHANGE	Y				BEING CREATIVE	Y	Y	Y	Y	SELF- CONFIDENCE	Y	Y	Y	Y
6: MORALS, VALUES AND BELIEFS	Y					CURIOSITY	Y	Y	Y	Y				
7: LEARNING ABOUT LEARNING	Y	Y	Y		WORKING WITH OTHERS	Y	Y	Y	Y	COMMUNITY SPIRIT	Y	Y	Y	Y
8: SAFETY AND MANAGING RISK	Y	Y	Y	Y		FLEXIBILITY	Y	Y	Y	Y				
9: RELATIONSHIPS AND SEXUALITY	Y	Y	Y	Y	SELF MANAGEMENT	Y	Y	Y	Y	TOLERANCE	Y	Y	Y	Y
10: DRUGS AWARENESS	Y		Y	Y		INTEGRITY- MORAL COURAGE	Y	Y	Y	Y				
11. INDEPENDENT LIVING		Y	Y	Y		RESPECT	Y	Y	Y	Y				

Appendix 2 – Keeping Safe Messages

Keeping Safe Messages 2023-2024						
TERM	Year 8	Year 9	Year 10	Year 11	Year 12	Post 16 Enrichment
1	<p><u>Health and Whole Person</u> Health and Well being</p> <p><u>Managing Risk</u> CPR</p> <p><u>Bullying</u> Positive healthy relationships</p> <p><u>Cyber bullying</u> Strategies to deal with cyber bullying</p> <p><u>Science</u> Lab safety</p> <p><u>Technology and Design</u> Safety in School Workshop Basic First Aid</p> <p><u>Home Economics</u> Kitchen safety. Home safety. Safe handling of Knives</p> <p><u>RE</u> Choices and Morality</p>	<p><u>Road Safety</u> Dangers for Pedestrians</p> <p><u>Healthy Bodies</u> Drugs Smoking Alcohol (effects on human body)</p> <p><u>Bullying</u> Strategies to deal with bullying</p> <p><u>Online Safety</u> Dangers with sharing information</p> <p><u>Science</u> Electrical safety in Home and Outside</p> <p><u>Technology and Design</u> Safety in School Workshop Basic First Aid</p> <p><u>RE</u> Nature of Sin and Role of Conscience in Moral Decision Making</p>	<p><u>Health and whole person</u> Concept of healthy person</p> <p><u>Self-Concept</u> Coping under pressure</p> <p><u>Drugs Awareness</u> Drug additions Consequences</p> <p><u>Managing Change</u> Dealing with adolescent feelings</p> <p><u>Managing Risk</u> Staying safe online</p> <p><u>Technology and Design</u> Safety in School Workshop Basic First Aid</p> <p><u>Home Economics</u> Health protection and disease prevention.</p>	<p><u>Managing Risk</u> My online reputation CPR</p> <p><u>Health Education</u> Lifestyle choices Obesity Smoking Mental health</p> <p><u>Road Safety</u> Using mobile and speeding</p> <p><u>Healthy Relationships</u> Qualities in friendship Consent Sexual behaviour Peer pressure Teenage pregnancy STI's</p> <p><u>English</u> Persuasive Essay/Speech – Social Networking Sites</p> <p><u>Home Economics</u> Nutrition and healthy eating</p>	<p><u>Managing Risk</u> Road safety – consequences of drink driving</p> <p><u>Independent Living</u> Debt management Saving</p> <p><u>Mental health</u> Exam stress</p> <p><u>English</u> Persuasive Essay/Speech – Social Networking Sites</p> <p><u>Home Economics</u> Consumerism and money management.</p>	<p><u>Throughout Year</u></p> <p><u>Mental Health</u> Positive Mental Health PIPS</p> <p><u>Drugs Education</u> PSNI</p> <p><u>Safe Driving</u> Autoline</p> <p><u>Health Education</u> Cancer Focus</p> <p><u>Personal Safety</u> PSNI</p> <p><u>Mental Health</u> PIPS, Changing Cycles Mourne Flow Yoga</p>
2	<p><u>Road Safety</u> Mistakes made on the road</p> <p><u>Healthy Bodies</u> Drugs and Alcohol Awareness Improved decision making. Impact and consequences of choices.</p> <p><u>Relationship and Sexuality</u> Qualities of good friendship Recognising our feelings Trusted adults: Safer Schools App</p> <p><u>Home Economics</u> Healthy lifestyle plans Avoiding harmful substances</p>	<p><u>Relationship and Sexuality</u> Problems that can exist in relationships</p> <p><u>Home Economics</u> A closer look at nutrition.</p>	<p><u>Relationship and Sexuality</u> Relationship boundaries Implications of early sexual relationships STI's Teenage Pregnancy Safety and managing risk Different forms of abuse Sources of help Child Sexual Exploitation</p> <p><u>Emotional and Mental Health</u> Positive thinking and dealing with stress (Samaritans)</p> <p><u>RE</u> Valuing Oneself – Self Esteem and respectful Healthy Life Choices</p>	<p><u>Mental Health</u> Positive thinking and dealing with stress</p>	<p><u>Independent Living</u> Budgeting</p> <p><u>Parenting</u> Impact of being a parent Child Sexual Exploitation</p> <p><u>RE</u> Relationship Choices – Teenage Pregnancy, Abortion, Contraception</p>	<p><u>Childcare</u> Safe proofing the home for a baby Child Protection Legislation and procedures in event of disclosure</p> <p><u>Health and Social Care</u> Health and Safety legislation</p> <p><u>RE</u> Year 13: Sexual Ethics – Relationships, Abortion, Contraception</p> <p>Year 13: Suicide – Reasons, Christian and Secular Perspectives, Consequences</p> <p>Year 14: Role of Conscience in Decision Making</p>
3		<p><u>Health and Whole Person</u> 5 aspects of health</p> <p><u>First Aid</u> Basic first aid procedures</p>	<p><u>Home Economics</u> Teenage pregnancy Nutrition in pregnancy.</p>			
Talks/ Seminars	<p><u>PSNI Talk</u> Internet safety</p> <p><u>Ready For Anything</u> Resilience</p>	<p><u>CARA Friend</u> Diversity and Inclusion workshops</p> <p><u>PIPS</u> Promoting Positive mental Health</p> <p><u>Love For Life</u> iZone</p>	<p><u>PSNI Talk</u> Internet safety</p> <p><u>Start 360</u> Drugs and Alcohol</p>	<p><u>Start 360</u> Drug Awareness</p> <p><u>Super You</u> Empowerment and Achievement</p> <p><u>Love For Life</u> Icebergs and Babies</p>		<p><u>PSNI</u> Independent living</p> <p><u>Auto line</u> Safe driving</p> <p><u>Paul McArdle</u> Drugs and Alcohol</p>

Appendix 3 – Internet Safety

Year	Theme
1 st	Cyberbullying Sharing information online: Safer Schools App PSNI Talk – Online Safety
2 nd	Staying safe online
3 rd	Meeting strangers online PSNI Talk – Online Safety
4 th	My online reputation
5 th	Sending images online
6 th	PSNI talk Personal Safety including online Safety

Appendix 4 – Relationships and Sexuality Education in Personal Development

RSE - Curriculum Mapping

Art and Design

<u>Topic</u>	<u>Yr.8</u>	<u>Yr.9</u>	<u>Yr.10</u>	<u>Yr.11</u>	<u>Yr.12</u>	<u>Yr.13</u>	<u>Yr.14</u>
Relationships							
Different types of relationships and friendships eg parents, siblings, other family members, peers, friends and acquaintances							
Different types of family units eg blended families, lone parents etc							
Sexuality and Identity							
Encouraging sensitivity towards different ways of life, beliefs and opinions							

Business

<u>Topic</u>	<u>Yr.8</u>	<u>Yr.9</u>	<u>Yr.10</u>	<u>Yr.11</u>	<u>Yr.12</u>	<u>Yr.13</u>	<u>Yr.14</u>
Personal Health and Wellbeing							
Ways to promote our emotional/mental health eg managing stress, importance of talking, managing work/life balance							

C.E.I.A.G

<u>Topic</u>	<u>Yr.8</u>	<u>Yr.9</u>	<u>Yr.10</u>	<u>Yr.11</u>	<u>Yr.12</u>	<u>Yr.13</u>	<u>Yr.14</u>
Relationships							
Dealing with Peer Pressure							
Personal Health and Wellbeing							
Ways to promote our emotional/mental health eg managing stress, importance of talking, managing work/life balance							

Child Development

Topic	Yr.8	Yr.9	Yr.10	Yr.11	Yr.12	Yr.13	Yr.14
Relationships							
Different types of relationships and friendships eg parent, siblings, other family members, peers, teachers, friends and acquaintances.							
Appropriate and Inappropriate Relationships							
When a relationship is unhealthy or abusive (including sexual, emotional and physical abuse or violence)							
Personal Health and Wellbeing							
Ways to promote our physical health eg physical activity, balanced diet etc							
Growth and Development							
The human reproductive systems							
Changes during puberty							
Menstrual wellbeing and menstrual cycle education							
What happens during intercourse; the biological aspects of human fertility and conception							
The development of the child from conception, including understanding of the various stages of pregnancy							
Types of contraception							
Personal Safety and Managing Risk							
Information on Alcohol Misuse							
Information on Substance Misuse							
Child Sexual Exploitation							

Drama

Topic	Yr.8	Yr.9	Yr.10	Yr.11	Yr.12	Yr.13	Yr.14
Relationships							
Different types of relationships and friendships eg parents, siblings, other family members, peers, teachers, friends and acquaintances.							
Different types of family units eg blended families, lone parents etc							
Growth and Development							
Changes during puberty							

English

<u>Topic</u>	<u>Yr.8</u>	<u>Yr.9</u>	<u>Yr.10</u>	<u>Yr.11</u>	<u>Yr.12</u>	<u>Yr.13</u>	<u>Yr.14</u>
Relationships							
Different types of relationships and friendships eg parents, siblings, other family members, peers, teachers, friends and acquaintances.							
Different types of family units eg blended families, lone parents etc							
Appropriate and Inappropriate Relationships							
Dealing with Peer Pressure							
When a relationship is unhealthy or abusive (including sexual, emotional and physical abuse or violence)							
Personal Health and Wellbeing							
Ways to promote our emotional/mental health eg managing stress, importance of talking, managing work/life balance							
Sexuality and Identity							
Encouraging sensitivity towards different ways of life, beliefs and opinions							

French

<u>Topic</u>	<u>Yr.8</u>	<u>Yr.9</u>	<u>Yr.10</u>	<u>Yr.11</u>	<u>Yr.12</u>	<u>Yr.13</u>	<u>Yr.14</u>
Relationships							
Different types of relationships and friendships eg parents, siblings, other family members, peers, teachers, friends and acquaintances							
Different types of family units eg blended families, lone parents etc							
Different types of unions eg marriage, civil partnership, gay marriage etc							
Dealing with Peer Pressure							
When a relationship is unhealthy or abusive (including sexual, emotional and physical abuse or violence)							
Personal Health and Wellbeing							
Ways to promote our physical health eg physical activity, balanced diet etc							
Ways to promote our emotional/mental health eg managing stress, importance of talking, managing work/life balance							
Sexually transmitted diseases including HIV and AIDS							

Geography

<u>Topic</u>	<u>Yr.8</u>	<u>Yr.9</u>	<u>Yr.10</u>	<u>Yr.11</u>	<u>Yr.12</u>	<u>Yr.13</u>	<u>Yr.14</u>
Personal Health and Well Being							
Sexually Transmitted Diseases Including HIV and Aids							
Sexuality and Identity							
Encouraging Sensitivity towards different ways of life, beliefs and opinions							

Health and Social Care

<u>Topic</u>	<u>Yr.8</u>	<u>Yr.9</u>	<u>Yr.10</u>	<u>Yr.11</u>	<u>Yr.12</u>	<u>Yr.13</u>	<u>Yr.14</u>
Relationships							
Different types of relationships and friendships eg parents, siblings, other family members, peers, teachers, friends and acquaintances							
Appropriate and inappropriate relationships							
When a relationship is unhealthy or abusive (including sexual, emotional and physical abuse or violence)							
Support people can get when in an abusive relationship eg Women's Aid							
Personal Health and Well Being							
Ways to promote our physical health eg physical activity, balanced diet etc							
Ways to promote our emotional/mental health eg managing stress, importance of talking, managing work/life balance							
Growth and Development							
Changes during puberty							
Personal Safety and Managing Risk							
Information on Alcohol Misuse							
Information on Substance Misuse							
Information on Risky Behaviours							

History

<u>Topic</u>	<u>Yr.8</u>	<u>Yr.9</u>	<u>Yr.10</u>	<u>Yr.11</u>	<u>Yr.12</u>	<u>Yr.13</u>	<u>Yr.14</u>
Sexuality and Identity							
Encouraging sensitivity towards different ways of life, belief and opinions							
Personal Safety and Managing Risk							
Understand consent; the legal age, how to seek consent and to respect others' rights							

Home Economics

<u>Topic</u>	<u>Yr.8</u>	<u>Yr.9</u>	<u>Yr.10</u>	<u>Yr.11</u>	<u>Yr.12</u>	<u>Yr.13</u>	<u>Yr.14</u>
Relationships							
Different types of relationships and friendships eg parents, siblings, other family members, peers, teachers, friends and acquaintances							
Different types of family units eg blended families, lone parents etc							
Different roles and responsibilities within different family structures							
Dealing with peer pressure							
Changing needs of family members at different stages in the life cycle							
Parenting and parenting skills							
Explore strategies to manage family scenarios							
Personal Health and Wellbeing							
Ways to promote our physical health eg physical activity, balanced diet etc							
Ways to promote our emotional/mental health eg managing stress, importance of talking, managing work/life balance							
Growth and Development							
Adolescence – Exploring how our feelings and emotions change in adolescence							
Sexuality and Identity							
Encouraging sensitivity towards different ways of life, beliefs and opinions							
Personal Safety and Managing Risk							
Information on alcohol misuse							

ICT

<u>Topic</u>	<u>Yr.8</u>	<u>Yr.9</u>	<u>Yr.10</u>	<u>Yr.11</u>	<u>Yr.12</u>	<u>Yr.13</u>	<u>Yr.14</u>
Relationships							
Different types of relationships and friendships, eg parents, siblings, other family members, peers, teachers, friends and acquaintances							
Appropriate and inappropriate relationships							
Dealing with Peer Pressure							
When a relationship is unhealthy or abusive (including sexual, emotional and physical abuse or violence)							
Personal Health and Wellbeing							

Ways to promote our emotional/mental health eg managing stress, importance of talking, managing work/life balance							
Personal Safety and Managing Risk							
The importance of personal safety regarding internet and online safety							

LLW/Citizenship

<u>Topic</u>	<u>Yr.8</u>	<u>Yr.9</u>	<u>Yr.10</u>	<u>Yr.11</u>	<u>Yr.12</u>	<u>Yr.13</u>	<u>Yr.14</u>
Relationships							
Different types of relationships and friendships eg parents, siblings, other family members, peers, teachers, friends and acquaintances							
Different types of family units eg blended families							
Different types of unions eg marriage, civil partnerships, gay marriage etc							
Appropriate and inappropriate relationships							
Dealing with peer pressure							
When a relationship is unhealthy or abusive (including sexual, emotional and physical abuse or violence)							
Support People can get when in an abusive relationship eg Women’s Aid							
Personal Health and Wellbeing							
Ways to promote our physical health eg physical activity, balanced diet etc							
Ways to promote our emotional/mental health eg managing stress, importance of talking, managing work/life balance							
Sexually transmitted diseases including HIV and AIDS							
Safe sex practices in relation to STI’s, HIV and AIDS							
Growth and Development							
Adolescence – Exploring how our feelings and emotions change in adolescence							
Abstinence as an option in sexual relationships							
Teenage pregnancy and parenting							
Sexuality and Identity							
Awareness of gender identity (the person’s sense of own gender which can be different to gender assigned at birth)							
Awareness of sexual orientation (eg lesbian, bisexual etc)							
The terms associated with sex, gender identity and sexual orientation and the accepted terminology							
Encouraging sensitivity towards different ways of life, beliefs and opinions							

Personal Safety and Managing Risk							
Information on alcohol misuse							
Information on substance misuse							
Information on risky behaviours							
Types of emotional abuse							
Types of physical abuse							
Types of domestic abuse							
Types of sexual abuse							
Child Sexual Exploitation							
The importance of personal safety regarding internet and online safety							

Personal Development

Topic	Yr.8	Yr.9	Yr.10	Yr.11	Yr.12	Yr.13	Yr.14
Relationships							
Different types of relationships and friendships eg parents, siblings, other family members, peers, teachers, friends and acquaintances							
Different types of family units eg blended families, lone parents etc							
Different types of unions eg marriage, civil partnership, gay marriage etc							
Appropriate and inappropriate relationships and friendships							
Dealing with peer pressure and influences and self esteem							
Explore sense of sense, personal morals, values and beliefs, feelings and emotions							
When a relationship is unhealthy or abusive (including sexual, emotional and physical abuse or violence)							
Support people can get when in an abusive relationships eg Women's Aid							
Personal Health and Wellbeing							
Ways to promote our physical health eg physical activity, balanced diet etc							
Ways to promote our emotional/mental health eg managing stress, importance of talking, managing work/life balance							
Sexually transmitted diseases including HIV and AIDS							
Safe sex practices in relation to STI's, HIV and AIDS							
Growth and Development							

The human reproductive systems							
Changes during puberty, sexual maturation							
Menstrual wellbeing and menstrual cycle education							
What happens during intercourse; the biological aspects of human fertility and conception							
Types of contraception							
Adolescence – Exploring how our feelings and emotions change in adolescence							
Abstinence as an option in sexual relationships							
Teenage pregnancy and parenting							
Sexuality and Identity							
Awareness of gender identity (the person’s sense of own gender which can be different to gender assigned at birth)							
Awareness of sexual orientation (eg lesbian, bisexual etc)							
The terms associated with sex, gender identity and sexual orientation and the accepted terminology							
Understanding of LGBTQI + (lesbian, gay, bisexual, transgender, queer/questioning intersex +)							
Encouraging sensitivity towards different ways of life, beliefs and opinions							
Personal Safety and Managing Risk							
Understanding consent; the legal age, how to seek consent and to respect others’ rights							
Information on alcohol misuse							
Information on substance misuse							
Information on risky behaviours							
Types of emotional abuse							
Types of physical abuse							
Types of domestic abuse							
Types of sexual abuse							
Child sexual exploitation							
The importance of personal safety regarding internet and online safety							

Physical Education

<u>Topic</u>	<u>Yr.8</u>	<u>Yr.9</u>	<u>Yr.10</u>	<u>Yr.11</u>	<u>Yr.12</u>	<u>Yr.13</u>	<u>Yr.14</u>
Personal Health and Wellbeing							
Ways to promote our physical health eg physical activity, balanced diet etc							
Ways to promote our emotional/mental health eg managing stress, importance of talking, managing work/life balance							
Personal Safety and Managing Risk							
Information on alcohol misuse							
Information on substance misuse							

Religion

<u>Topic</u>	<u>Yr.8</u>	<u>Yr.9</u>	<u>Yr.10</u>	<u>Yr.11</u>	<u>Yr.12</u>	<u>Yr.13</u>	<u>Yr.14</u>
Different types of relationships and friendships eg parents, siblings, other family members, peers, teachers, friends and acquaintances							
Different types of family units eg blended families, lone parents etc							
Different types of unions eg marriage, civil partnerships, gay marriage etc							
Dealing with peer pressure							
When a relationship is unhealthy or abusive (including sexual, emotional and physical abuse or violence)							
Personal Health and Wellbeing							
Ways to promote our physical health eg physical activity, balanced diet etc							
Ways to promote our emotional/mental health eg managing stress, importance of talking, managing work/life balance							
Growth and Development							
Changes during puberty							
The development of the child from conception, including understanding of the various stages of pregnancy							
Information about abortion							
Adolescence – Exploring how our feelings and emotions change in adolescence							
Abstinence as an option in sexual relationships							
Teenage pregnancy and parenting							
Sexuality and Identity							
Awareness of gender identity (the person’s sense of own gender which can be different to gender assigned at birth)							

Awareness of sexual orientation (eg lesbian, bisexual etc)							
The terms associated with sex, gender identity and sexual orientation and the accepted terminology							
Understanding of LGBTQI+ (lesbian, gay, bisexual, transgender, queer/questioning Intersex +)							
Encouraging sensitivity towards different ways of life, beliefs and opinions							

Science

<u>Topic</u>	<u>Yr.8</u>	<u>Yr.9</u>	<u>Yr.10</u>	<u>Yr.11</u>	<u>Yr.12</u>	<u>Yr.13</u>	<u>Yr.14</u>
Personal Health and Wellbeing							
Ways to promote our physical health eg physical activity, balanced diet etc							
Sexually transmitted diseases including HIV and AIDS							
Safe sex practices in relation to STIs, HIV and AIDS							
Growth and Development							
The human reproductive systems							
Changes during puberty							
Menstrual wellbeing and menstrual cycle education							
What happens during intercourse; the biological aspects of human fertility and conception							
The development of the child from conception, including understanding of the various stages of pregnancy							
Types of contraception							
Adolescence – Exploring how our feelings and emotions change in adolescence							
Abstinence as an option in sexual relationships							
Sexuality and Identity							
Encouraging sensitivity towards different ways of life, beliefs and opinions							
Personal Safety and Managing Risk							
Understand consent; the legal age, how to seek consent and to respect others rights							
Information on alcohol misuse							
Information on substance misuse							
Information on risky behaviours							

Technology and Design

Topic	<u>Yr.8</u>	<u>Yr.9</u>	<u>Yr.10</u>	<u>Yr.11</u>	<u>Yr.12</u>	<u>Yr.13</u>	<u>Yr.14</u>
Sexuality and Identity							
Encouraging sensitivity towards different ways of life, beliefs and opinions							
Personal Safety and Managing Risk							
Information on substance misuse							
Information on risky behaviours							
Child sexual exploitation							