



Key Stage 4 Curriculum Overview

Progression from Key Stage 3 and optional progression through Post-16 :

		Autumn Term	Spring Term	Summer Term
Year 10	Personal Tutor themes	Bullying Domestic abuse and neglect Sexting Extremism and radicalisation Sexual harassment	Online internet safety	Health and well-being Mental health and well-being Respect Grooming Human rights and internal law
	Assembly themes	Black history month Consent	Diversity and tolerance (pride) Knife crime	Drugs Social media use
	Science curriculum (final two weeks of year)			Mental wellbeing and self-respect STIs Sexual relationships Contraception (recap) Underage pregnancy Online and media
Year 11	Personal Tutor themes	Bullying Domestic abuse and neglect Sexting Extremism and radicalisation Sexual harassment	Online internet safety	Health and well-being Mental health and well-being Respect Grooming Human rights and internal law
	Assembly themes	Black history month Consent	Diversity and tolerance (pride) Knife crime	Drugs Social media use
	Science curriculum (final two weeks of year)			N/A

KS4	Students at the end of Key Stage 4 should know:	
	Families	<ul style="list-style-type: none"> • that there are different types of committed, stable relationships. • the characteristics and legal status of other types of long-term relationships. • how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.
	Respectful relationships	<ul style="list-style-type: none"> • the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. • that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. • what constitutes sexual harassment and sexual violence and why these are always unacceptable. • the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.
	Online and media	<ul style="list-style-type: none"> • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. • not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • what to do and where to get support to report material or manage issues online. • the impact of viewing harmful content. • that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. • how information and data is generated, collected, shared and used online.
	Being safe	<ul style="list-style-type: none"> • the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, forced marriage, honour-based violence, and how these can affect current and future relationships. • how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).
	Intimate and sexual relationships	<ul style="list-style-type: none"> • how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. • that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.

	<ul style="list-style-type: none"> • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. • that they have a choice to delay sex or to enjoy intimacy without sex. • the facts about the full range of contraceptive choices, efficacy and options available. • the facts around pregnancy including miscarriage. • that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). • how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. • about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.
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Physical Health and Mental Well-being							
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KS4	<table border="1"> <tr> <td style="background-color: #003366; color: white; text-align: center; vertical-align: middle;">Mental Well-being</td> <td> <ul style="list-style-type: none"> • how to talk about their emotions accurately and sensitively, using appropriate vocabulary. • that happiness is linked to being connected to others. • how to recognise the early signs of mental wellbeing concerns. • common types of mental ill health (e.g. anxiety and depression). • how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. • the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness. </td> </tr> <tr> <td style="background-color: #003366; color: white; text-align: center; vertical-align: middle;">Internet safety and harms</td> <td> <ul style="list-style-type: none"> • 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, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online. • how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours. </td> </tr> <tr> <td style="background-color: #003366; color: white; text-align: center; vertical-align: middle;">Physical health and fitness</td> <td> <ul style="list-style-type: none"> • the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. • about the science relating to blood, organ and stem cell donation. </td> </tr> </table>	Mental Well-being	<ul style="list-style-type: none"> • how to talk about their emotions accurately and sensitively, using appropriate vocabulary. • that happiness is linked to being connected to others. • how to recognise the early signs of mental wellbeing concerns. • common types of mental ill health (e.g. anxiety and depression). • how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. • the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness. 	Internet safety and harms	<ul style="list-style-type: none"> • 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, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online. • how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours. 	Physical health and fitness	<ul style="list-style-type: none"> • the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. • about the science relating to blood, organ and stem cell donation.
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Healthy eating	Covered in KS3 curriculum
Drugs, alcohol and tobacco	Covered in KS3 curriculum
Health and prevention	The benefits of regular self-examination and screening.
Basic first aid	Covered in KS3 curriculum
Changing adolescent body	Covered in KS3 curriculum.