



**Values (including PSHE, SMSC, Prevent, British Values, Citizenship, RE and SRE)**

**CONTENT**

CODE	KNOWLEDGE
UK Democracy & Law 1	KS3 & 4: the development of the political system of <b>democratic</b> government in the United Kingdom, and the different roles of the executive, legislature and judiciary and a <b>free press</b> ; knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain (Cultural)
UK Democracy & Law 2	KS3 & 4: an <b>overview</b> of the roles of citizens, Parliament, the government and the monarch in the UK's democratic system
UK Democracy & Law 3	KS3: the role of <b>citizens</b> in Britain's democratic system, including <b>voting</b> and <b>elections</b> , how citizens can <b>influence decision-making</b> and the role of <b>political parties</b> KS4: the different electoral systems used in and <b>beyond</b> the United Kingdom and actions citizens can take in democratic and electoral processes to <b>influence decisions locally, nationally and beyond</b>
Democracy & Law 4	KS3: the precious <b>liberties</b> enjoyed by the citizens of the United Kingdom
UK Democracy & Law 5	KS 3& 4: enable students to <b>respect democracy</b> , the <b>civil</b> and <b>criminal law</b> of England; <b>encourage</b> support for <b>participation</b> in <b>democratic processes</b> ; an appreciation that living under the rule of law <b>protects</b> individual citizens and is essential for their <b>wellbeing</b> and <b>safety</b>
UK Democracy & Law 6	KS3: the nature of <b>rules</b> and <b>laws</b> and the justice system, including the role of the <b>police</b> and the operation of <b>courts</b> and <b>tribunals</b> (rule of law); an understanding that there is a <b>separation of power</b> between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence
UK Democracy & Law 7	KS4: the legal system in the UK, <b>different sources of law</b> and how the law <b>helps</b> society <b>deal with complex problems</b>
UK Democracy & Law 8	KS3: enable students to acquire a <b>broad general knowledge</b> of and <b>respect</b> for <b>public institutions and services</b> in England
UK Democracy & Law 9	KS 3 & 4: enable students to <b>distinguish right from wrong</b> and to readily <b>apply</b> this understanding in their <b>own lives</b> , recognise <b>legal boundaries</b> and, in so doing, respect the civil and criminal law of England (Moral)
Abroad Democracy & Law 1	KS4: <b>other</b> systems and forms of <b>government</b> , both <b>democratic</b> and <b>non-democratic</b> , beyond the United Kingdom
Abroad Democracy & Law 2	KS4: local, regional and international governance and the <b>United Kingdom's relations</b> with the <b>rest of Europe</b> , the <b>Commonwealth</b> , the <b>United Nations</b> and the <b>wider world</b>
Abroad Democracy & Law 3	KS4: <b>human rights</b> and <b>international law</b>
Citizens & Community 1	KS3: enable students to understand the <b>roles</b> played by public institutions and <b>voluntary groups</b> in society, and the ways in which <b>citizens work together</b> to improve their communities;
Citizens & Community 2	KS3 & 4: enable students to understand how they can <b>contribute positively</b> to the lives of those living and working in the <b>locality</b> of the school and to <b>society</b> more widely, including opportunities to participate in <b>school-based activities</b> ; willingness to <b>participate</b> in a variety of <b>communities</b> and social settings, including by <b>volunteering &amp; cooperating</b> well with others (Social)
Finance 1	KS3: the <b>functions</b> and <b>uses</b> of <b>money</b> , the importance and practice of <b>budgeting</b> , and <b>managing risk</b> .
Finance 2	KS3 & 4: how <b>personal financial choices</b> can <b>affect oneself and others</b> and about <b>rights</b> and <b>responsibilities</b> as <b>consumers</b>

Finance 3	KS4: <b>income</b> and <b>expenditure</b> , <b>credit</b> and <b>debt</b> , <b>insurance</b> , <b>savings</b> and <b>pensions</b> , <b>financial products</b> and <b>services</b> , and how <b>public money</b> is raised and spent.
Respect & tolerance 1	KS3 & 4: <b>Mutual respect for</b> and <b>tolerance of</b> those with <b>different faiths</b> and beliefs and for those without faith and an understanding that they should not be the cause of prejudicial or discriminatory behaviour; an understanding that the freedom to hold other faiths and beliefs is <b>protected in law</b> :
Respect & tolerance 2	KS3 & 4: <ul style="list-style-type: none"> <li>in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.</li> </ul> (Respectful relationships, including friendship)
Respect & tolerance 3	KS3 & 4: understanding, <b>tolerance</b> and <b>harmony</b> between different <b>cultural traditions</b> by enabling students to acquire an appreciation of and <b>respect for their own and other cultures within school and further afield as an essential element of their preparation for life in modern Britain; an appreciation of</b> the wide range of <b>cultural influences</b> that have <b>shaped their own heritage</b> and those of others (Cultural)
Respect & tolerance 4	KS4: diverse <b>national, regional, religious and ethnic identities</b> in the United Kingdom and the need for <b>mutual respect</b> and <b>understanding</b>
Respect & tolerance 5	KS3 & 4: an understanding of the importance of identifying and combatting <b>discrimination</b>
Respect & tolerance 6	KS3 & 4: be <b>reflective</b> about their own experiences, <b>values &amp; beliefs, religious or otherwise</b> , that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values (Spiritual) and <b>re-evaluate</b> values and beliefs in the <b>light of new learning</b> , experiences and evidence
Respect & tolerance 7	KS3 & 4: how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). (Respectful relationships, including friendship)
Respect & tolerance 8	KS3 & 4: Examine and analyse the inter-relationship between <b>concepts</b> common to all people, for example <b>peace</b> and <b>justice, poverty</b> and <b>wealth, prejudice</b> and <b>equality</b> . Understand <b>distinctive interpretations</b> of these concepts in <b>differing religions</b> .
Respect & tolerance 9	KS4: Examine and analyse the inter-relationship between <b>concepts</b> common to many religions (with a focus on at least two in particular which must include Christianity as one), for example <b>God, sacredness</b> and <b>prayer</b> . Understand <b>distinctive interpretations of these concepts in differing religions</b> .
Respect & tolerance 10	KS4: Examine and analyse the inter-relationship between <b>concepts</b> distinctive to particular religions (with a focus on two in particular), for example <b>messiah, incarnation, karma</b> and <b>moksha</b> .
Respect & tolerance 11	KS3 & 4: have an opportunity to learn about themselves, others and the world around them, creating sense of enjoyment and fascination in learning
Behaviour 1	KS3 & 4: encourage students to accept <b>responsibility</b> for their <b>behaviour</b> and actions, understand <b>consequences</b> & show <b>initiative</b> (Moral) and <b>resolve conflicts</b> effectively (Social)
Behaviour 2	KS3 & 4: encourage students to develop <b>self-regulation</b> (including promotion of a positive, growth mind-set and managing strong emotions and impulses)

Health & wellbeing 1	<p>KS3 &amp; 4:</p> <ul style="list-style-type: none"> <li>• how to talk about their emotions accurately and sensitively, using appropriate vocabulary</li> <li>• happiness is linked to being connected to others</li> <li>• 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</li> <li>• the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness (Mental wellbeing &amp; Physical health &amp; fitness)</li> </ul>
Health & wellbeing 2	<p>KS3 &amp; 4:</p> <ul style="list-style-type: none"> <li>• how to recognise the early signs of mental wellbeing concerns</li> <li>• common types of mental ill health (e.g. anxiety and depression) (Mental wellbeing)</li> </ul>
Health & wellbeing 3	<p>KS3 &amp; 4: 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) (Internet safety and harms)</p>
Health & wellbeing 4	<p>KS3 &amp; 4: 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 (Internet safety and harms)</p>
Health & wellbeing 5	<p>KS3 &amp; 4:</p> <ul style="list-style-type: none"> <li>• the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health (Physical health &amp; fitness)</li> <li>• how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer. (Healthy eating)</li> </ul>
Health & wellbeing 6	<p>KS3 &amp; 4: the science relating to blood, organ and stem cell donation (Physical health &amp; fitness)</p>
Health & wellbeing 7	<p>KS3 &amp; 4: the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions (Drugs, alcohol &amp; tobacco)</p>
Health & wellbeing 8	<p>KS3 &amp; 4: the law relating to the supply and possession of illegal substances (Drugs, alcohol &amp; tobacco)</p>

Health & wellbeing 9	<p>KS3 &amp; 4:</p> <ul style="list-style-type: none"> <li>• the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</li> <li>• the physical and psychological consequences of addiction, including alcohol dependency.</li> <li>• awareness of the dangers of drugs which are prescribed but still present serious health risks.</li> <li>• the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so (Drugs, alcohol &amp; tobacco)</li> </ul>
Health & wellbeing 10	KS3 & 4: personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics (Health and prevention)
Health & wellbeing 11	KS3 & 4: dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist (Health and prevention)
Health & wellbeing 12	KS 4: the benefits of regular self-examination and screening (Health and prevention)
Health & wellbeing 13	KS3 & 4: the facts and science relating to immunisation and vaccination (Health and prevention)
Health & wellbeing 14	KS3 & 4: the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn (Health and prevention)
Health & wellbeing 15	<p>KS3 &amp; 4:</p> <ul style="list-style-type: none"> <li>• basic treatment for common injuries.</li> <li>• life-saving skills, including how to administer CPR.15</li> <li>• the purpose of defibrillators and when one might be needed (Basic first aid)</li> </ul>
Health & wellbeing 16	<p>KS3 &amp; 4:</p> <ul style="list-style-type: none"> <li>• key facts about puberty, the changing adolescent body and menstrual wellbeing.</li> <li>• the main changes which take place in males and females, and the implications for emotional and physical health (Changing adolescent body)</li> </ul>
Health & wellbeing 17	KS3 & 4: have an opportunity to and show willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
Relationships 1	<p>KS3 &amp; 4:</p> <ul style="list-style-type: none"> <li>• there are different types of committed, stable relationships.</li> <li>• how these relationships might contribute to human happiness and their importance for bringing up children. (Families)</li> </ul>
Relationships 2	<p>KS3 &amp; 4:</p> <ul style="list-style-type: none"> <li>• what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.</li> <li>• why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> <li>• the characteristics and legal status of other types of long-term relationships. (Families)</li> </ul>

Relationships 3	KS3 & 4: how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is <b>unsafe</b> (and to recognise this in others' relationships); and, how to <b>seek help</b> or advice, including <b>reporting concerns about others</b> , if needed. (Families) (Prevent duty)
Relationships 4	KS3 & 4: <ul style="list-style-type: none"> <li>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.</li> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships. (Respectful relationships, including friendships)</li> </ul>
Relationships 5	KS3 & 4: different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help (Respectful relationships, including friendships)
Relationships 6	KS3 & 4: <ul style="list-style-type: none"> <li>some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>what constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> <li>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. (Respectful relationships, including friendships)</li> </ul>
Relationships 7	KS3 & 4: rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online (Online and media)
Relationships 8	KS3 & 4: <ul style="list-style-type: none"> <li>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.</li> <li>not to provide material to others that they would not want shared further and not to share personal material which is sent to them (Online and media)</li> </ul>
Relationships 9	KS3 & 4: <ul style="list-style-type: none"> <li>what to do and where to get support to report material or manage issues online.</li> <li>the impact of viewing harmful content.</li> <li>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.</li> <li>that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. (Online and media)</li> </ul>
Relationships 10	KS3 & 4: how information and data is generated, collected, shared and used online. (Online and media)

Relationships 11	KS3 & 4: the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. (Being safe)
Relationships 12	KS3 & 4: 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). (Being safe)
Relationships 13	KS3 & 4: 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. (Intimate & sexual relationships, including sexual health)
Relationships 14	KS3 & 4: <ul style="list-style-type: none"> <li>• 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.</li> <li>• the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women. (Intimate &amp; sexual relationships, including sexual health)</li> </ul>
Relationships 15	KS3 & 4: <ul style="list-style-type: none"> <li>• there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>• they have a choice to delay sex or to enjoy intimacy without sex. (Intimate &amp; sexual relationships, including sexual health)</li> </ul>
Relationships 16	KS3 & 4: the facts about the full range of contraceptive choices, efficacy and options available (Intimate & sexual relationships, including sexual health)
Relationships 17	KS3 & 4: <ul style="list-style-type: none"> <li>• the facts around pregnancy including miscarriage.</li> <li>• 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). (Intimate &amp; sexual relationships, including sexual health)</li> </ul>
Relationships 18	KS 3 & 4: the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. (Families)
Relationships 19	KS3 & 4: <ul style="list-style-type: none"> <li>• 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.</li> <li>• the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. (Intimate &amp; sexual relationships, including sexual health)</li> </ul>
Relationships 20	KS3 & 4: how the use of alcohol and drugs can lead to risky sexual behaviour (Intimate & sexual relationships, including sexual health)
Relationships 21	KS3 & 4: how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. (Intimate & sexual relationships, including sexual health)
Careers Advice and Guidance 1	KS3 & 4: how to make <b>informed choices</b> and be <b>enterprising</b> and <b>ambitious</b> : careers advice and guidance