

KS3 Learning opportunities in Health and Wellbeing
Students learn...

SELF CONCEPT

- H1.** how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing
- H2.** to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)
- H3.** the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health
- H4.** simple strategies to help build resilience to negative opinions, judgements and comments
- H5.** to recognise and manage internal and external influences on decisions which affect health and wellbeing

MENTAL HEALTH AND WELLBEING

- H9.** strategies to understand and build resilience, as well as how to respond to disappointments and setbacks
- H10.** a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support
- H12.** how to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need

HEALTHY LIFESTYLES

- H19.** the importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination (especially testicular self-examination in late KS3); the purpose of vaccinations offered during adolescence for individuals and society.
- H20.** strategies for maintaining personal hygiene, including oral health, and prevention of infection
- H21.** how to access health services when appropriate

MANAGING RISK AND PERSONAL SAFETY

- H30.** how to identify risk and manage personal safety in increasingly independent situations, including online
- H31.** ways of assessing and reducing risk in relation to health, wellbeing and personal safety

PUBERTY AND SEXUAL HEALTH

- H35.** about the purpose, importance and different forms of contraception; how and where to access contraception and advice (see also Relationships)
- H36.** that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs)

KS3 Learning opportunities in Relationships
Students learn...

- R1.** about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them

- R2.** indicators of positive, healthy relationships and unhealthy relationships, including online
 - R7.** how the media portrays relationships and the potential impact of this on people's expectations of relationships
 - R8.** that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex
- RELATIONSHIP VALUES**
- R9.** to clarify and develop personal values in friendships, love and sexual relationships
 - R10.** the importance of trust in relationships and the behaviours that can undermine or build trust
 - R12.** that everyone has the choice to delay sex, or to enjoy intimacy without sex
- FORMING AND MAINTAINING RESPECTFUL RELATIONSHIPS**
- R13.** how to safely and responsibly form, maintain and manage positive relationships, including online
 - R14.** the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)
 - R18.** to manage the strong feelings that relationships can cause (including sexual attraction)
 - R19.** to develop conflict management skills and strategies to reconcile after disagreements
 - R21.** how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships
 - R23.** the services available to support healthy relationships and manage unhealthy relationships, and how to access them
- CONSENT**
- R24.** that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances
 - R25.** about the law relating to sexual consent
 - R26.** how to seek, give, not give and withdraw consent (in all contexts, including online)
 - R27.** that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected
 - R28.** to gauge readiness for sexual intimacy
 - R29.** the impact of sharing sexual images of others without consent
 - R30.** how to manage any request or pressure to share an image of themselves or others, and how to get help
 - R31.** that intimate relationships should be pleasurable
- BULLYING, ABUSE AND DISCRIMINATION**
- R37.** To recognise the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation
- SOCIAL INFLUENCES**
- R42.** to recognise peer influence and to develop strategies for managing it, including online
 - R43.** the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support
 - R44.** that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this