**Torbay Secondary PSHE Contextual Information**

The below table outlines where the PSHE Association Programme of Study directly correlates to the Torbay Contextual focus areas.

[**https://pshe-association.org.uk/guidance/ks1-5/planning/long-term-planning**](https://pshe-association.org.uk/guidance/ks1-5/planning/long-term-planning)

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| **Contextual Focus Areas** | **KS3** | **KS4** | **KS5** |
| **Teen conception** | H35. about the purpose, importance and different forms of contraception; how and where to access contraception and advice (see also Relationships)R25. about the law relating to sexual consentR32. the communication and negotiation skills necessary for contraceptive use in healthy relationships (see also ‘Health’) R33. the risks related to unprotected sex R34. the consequences of unintended pregnancy, sources of support and the options available R35. the roles and responsibilities of parents, carers and children in families R36. the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children  | H26. the different types of intimacy — including online — and their potential emotional and physical consequences (both positive and negative) H30. about healthy pregnancy and how lifestyle choices affect a developing foetusH31. that fertility can vary in all people, changes over time (including menopause) and can be affected by STIs and other lifestyle factors H32. about the possibility of miscarriage and support available to people who are not able to conceive or maintain a pregnancy H33. about choices and support available in the event of an unplanned pregnancy, and how to access appropriate help and adviceR23. how to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner R24. the physical and emotional responses people may have to unintended pregnancy; the different options available; whom to talk to for accurate, impartial advice and supportR25. the importance of parenting skills and qualities for family life, the implications of young parenthood and services that offer support for new parents and families R26. the reasons why people choose to adopt/foster children R27. about the current legal position on abortion and the range of beliefs and opinions about it | H18. to develop a nuanced understanding of how to select appropriate contraception in different contexts and relationshipsR14. to understand the implications of unintended pregnancy and young parenthood; to recognise the advantages of delaying conception, whilst acknowledging the changes in fertility with age R15. to negotiate, and if necessary be able to assert, the use of contraception with a sexual partner R16. how to effectively use different contraceptives, including how and where to access them R17. to evaluate the most appropriate methods of contraception in different circumstances (including emergency contraception)R18. to access the pathways available in the event of an unintended pregnancy and understand the importance of getting advice and support quickly  |
| **High rates of deprivation and poverty** | L7. about the options available to them at the end of key stage 3, sources of information, advice and support, and the skills to manage this decision-making process L8. about routes into work, training and other vocational and academic opportunities, and progression routes L9. the benefits of setting ambitious goals and being open to opportunities in all aspects of life L10. to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations | L4. about the range of opportunities available to them for career progression, including in education, training and employment L5. about the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities L6. about the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities | L1. to be enterprising in life and work L2. to set realistic yet ambitious career and life goals which are matched to personal values, interests, strengths and skills L3. to evaluate the ‘next step’ options available, such as higher education, further training or apprenticeships, and gap year opportunities L4. the implications of the global market for their future choices in education and employment |
| **High rates of admissions to hospital for alcohol in under 18s (inc. health and wellbeing impacts)** | H24. to evaluate misconceptions, social norms and cultural values relating to drug, alcohol and tobacco useH25. strategies to manage a range of influences on drug, alcohol and tobacco use, including peers H26. information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use H27. the personal and social risks and consequences of substance use and misuse including occasional use H28. the law relating to the supply, use and misuse of legal and illegal substances H29. about the concepts of dependence and addiction including awareness of help to overcome addictions | H19. the consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities H20. wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle | H21. to manage alcohol and drug use in relation to immediate and long-term health H22. to understand how alcohol and drug use can affect decision making and personal safety, including looking out for friends, safe travel and drink-spiking H23. the impact of alcohol and drug use on road safety, work-place safety, reputation and career H24. the risks of being a passenger with an intoxicated driver and ways to manage this |