

# **CIOS PSHE Curriculum Module Two Statutory Requirements and the CIOS Curriculum**

# Meet the Trainer

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# Aim

To provide facilitators with an overview of the CIOS  
PSHE Curriculum

# Learning Outcomes

By the end of the online session teachers will;

- be able to summarise the main content of the CIOS PSHE Curriculum
- value the consistent approach to PSHE across CIOS
- understand how the curriculum resources are formatted to allow for a flexible approach to delivery

# Module Plan

- Overview of the CIOS Curriculum including a description of the spiral approach key stages 1 – 5, the curriculum structure and some sample lessons



# The CIOS PSHE Curriculum

# The Aim of the CIOS PSHE Curriculum

The aim of the CIOS wide PSHE curriculum is to ensure that children and young people in all areas of CIOS receive a consistent, high quality PSHE education throughout key stages 1-5.

# Overview of the Structure

The curriculum is divided into three core themes:

- **Health and wellbeing** - includes lessons on mental health, drugs & alcohol and healthy eating
- **Relationships**- includes sex education
- **Living in the wider world** – includes lessons on careers, economic wellbeing, personal safety



# Influences and Approaches

- Statutory government guidance
- PSHE Association principles
- Trauma Informed – using PACE & emotional coaching
- Meet Ofsted requirements
- Skills based
- Pedagogical approach from Early Career Framework

# Pedagogical Approach



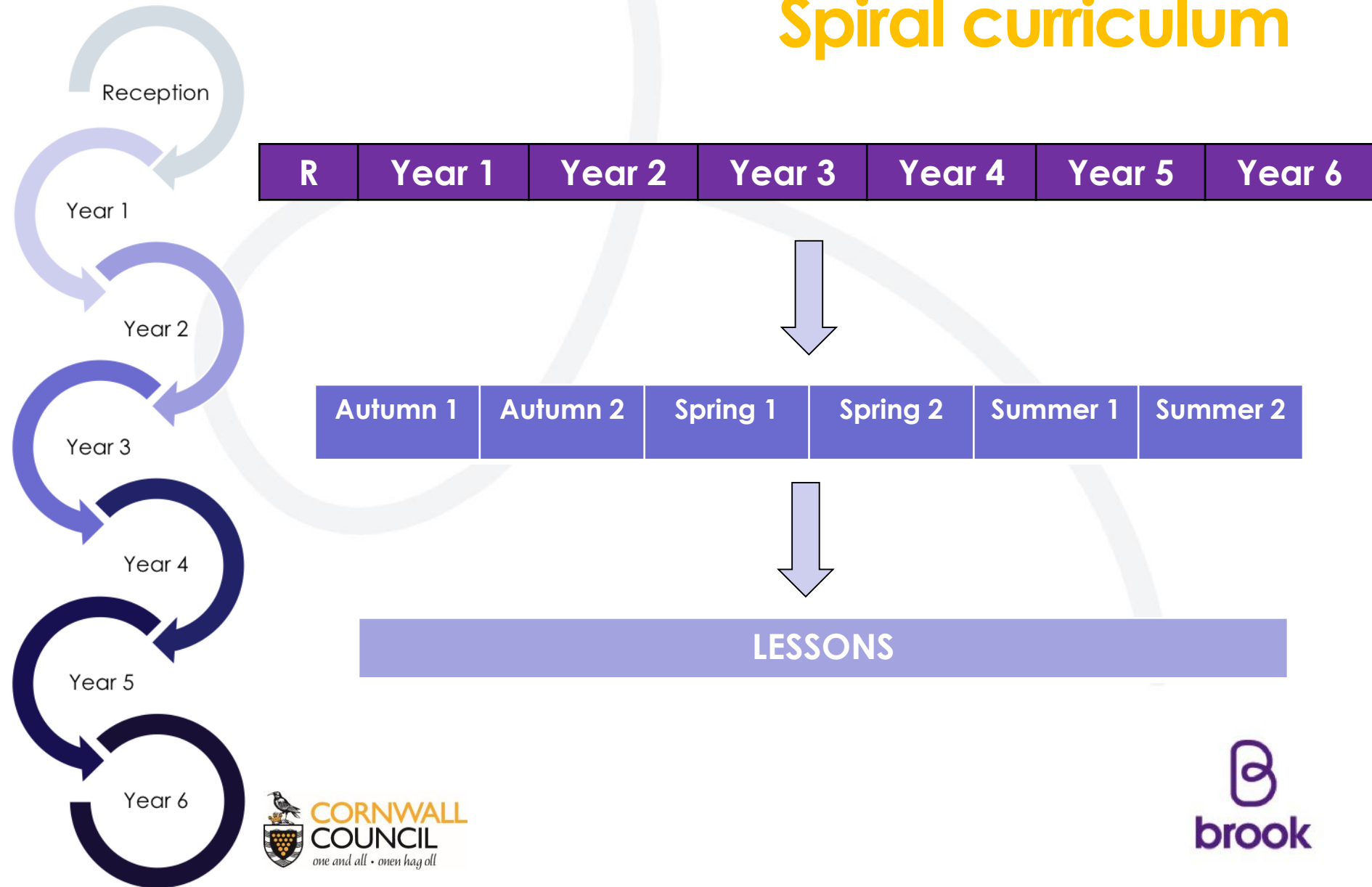
# Accessible Curriculum

- Accessible to different people facilitating
- Easy to use with access to additional resources
- No jargon
- Flexible

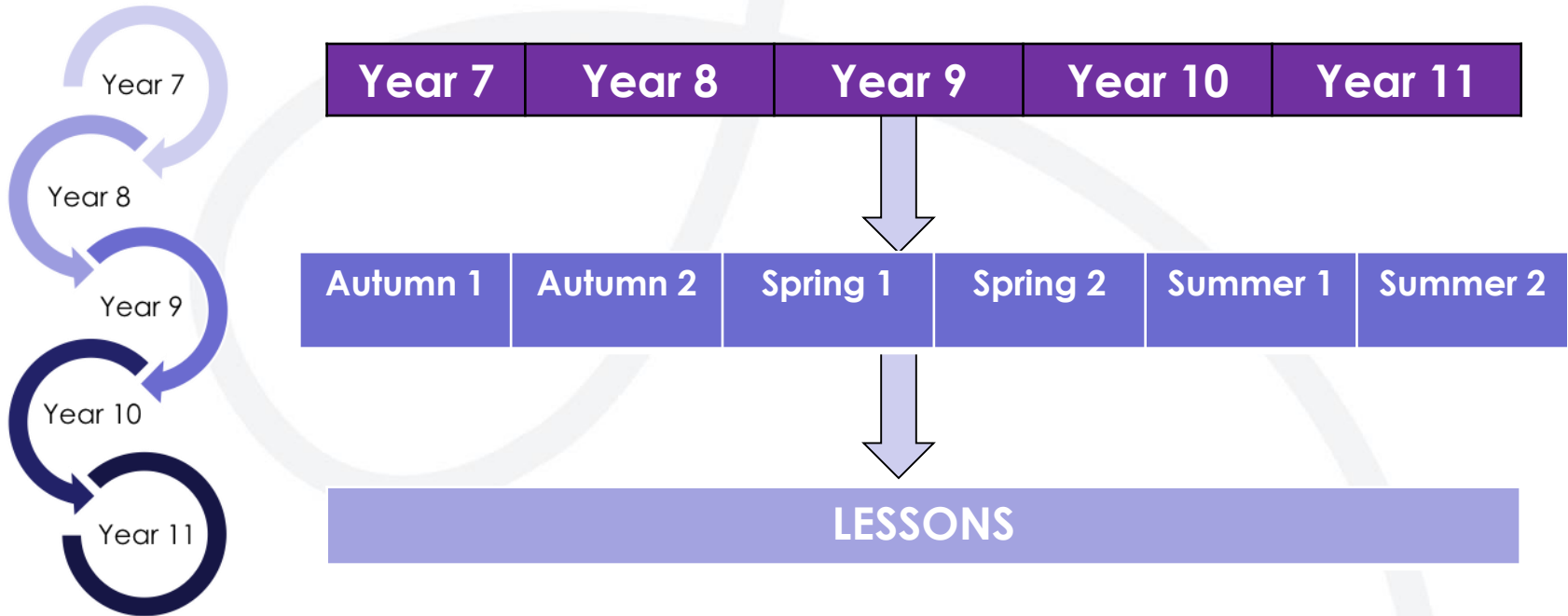
# Spiral Curriculum- building on prior learning

- Progressive
- Scaffolding approach
- Consistent messages building on knowledge and laying foundation for future learning
- Can be adapted to be used at developmentally appropriate stage

# Spiral curriculum



# Spiral curriculum



# Key Stages 1 and 2 by year

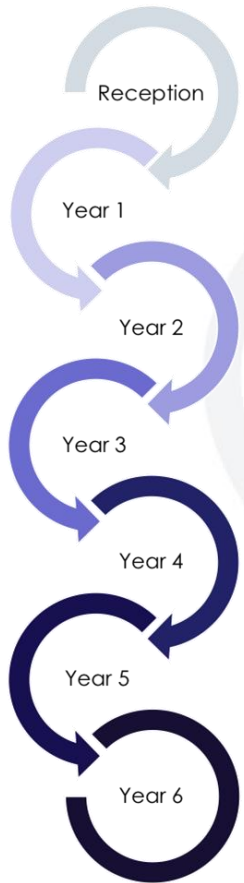
|   | Autumn 1 (Sep-Oct)  | Autumn 2 (Nov – Dec)   | Spring 1 (Jan – Feb)                                    | Spring 2 (Mar-Apr)  | Summer 1 (May-Jun)   | Summer 2 (Jun-Jul)                                      |
|---|---|--|---|---|--|---|
| <b>Year 1</b><br><b>KS1</b><br><b>5-6 yrs</b> | <b>Welcome to school</b><br><br><b>Emergencies and getting help</b> | <b>People who care for us</b><br><br><b>Rights, responsibilities and respect</b> | <b>Healthy friendships</b><br><br><b>PANTS</b>          | <b>Our health</b><br><br><b>Healthy food choices</b>  | <b>We all have feelings</b><br><br><b>Good and not so good feelings</b>          | <b>Jessie &amp; Friends 1</b><br><b>Watching videos</b> |
| <b>Year 2</b><br><b>KS1</b><br><b>6-7 yrs</b> | <b>Respecting uniqueness</b><br><br><b>Our communities</b>          | <b>Everyday safety</b><br><br><b>Basic First Aid</b>                             | <b>Learning about work</b><br><br><b>Horrible hands</b> | <b>Jessie &amp; Friends</b><br><b>Sharing pictures 2</b><br><br><b>Jessie &amp; Friends</b><br><b>Playing games 1</b> | <b>Jessie &amp; Friends</b><br><b>Playing games 2</b><br><br><b>Big feelings</b> | <b>Keeping our teeth clean</b>                          |

# Sequencing

|                  | Spring 1 (Jan – Feb)                         |
|------------------|--|
| <b>Year 10</b>   | <b>Pregnancy choices</b>                     |
| <b>KS4</b>       |  |
| <b>14-15 yrs</b> | <b>Roles and responsibilities of parents</b> |



# Spiral curriculum example



**Year 1**- People Who Care for us  
Healthy Friendships

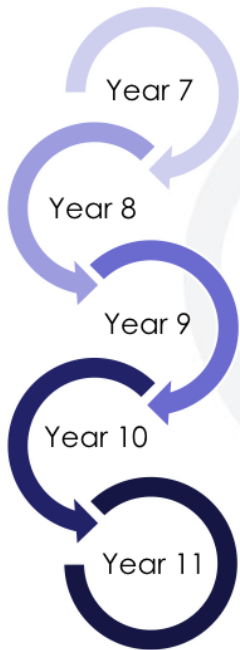
**Year 4** – What makes a good friend

**Year 5** – Respectful Relationships

**Year 6** – Healthy/ Harmful Relationships

Complementary lessons on respectful and safe relationships online and permission seeking behaviour/consent, managing and resolving conflict and respecting difference and diversity.

# Spiral curriculum example



**Year 7** – Forming Positive Relationships

**Year 8** – Healthy behaviours and relationships

**Year 9** – Different Types of Relationships

**Year 10** – Relationships and Equality

**Year 11** - Honour Based Violence and Forced Marriage

**Year 12** – Relationship Values and Intimacy

**Year 13** – Abuse in relationships

Complementary lessons on consent, respectful relationships online, personal safety and contraception

# The Resources

- All lesson (primary, secondary and sixth form) have a **Cover Sheet**
  - This will link to either a **curated resource**
  - Or to a **Brook lesson plan** and/or **activity**
- All **primary lessons** have a **lesson plan** and associated resources
- All **secondary and sixth form** lessons have at **least one activity plan** and where possible a lesson plan

# Cover Sheet

| Topic  | Consent | Key stage<br>Age range   | KS3<br>Year 9 |
|--|---------|--|---------------|
| <b>Introduction</b><br>This lesson explores meaningful consent and our rights and responsibilities, including the law, when applying consent in everyday situations including relationships.   |         |  |               |
| <b>Learning aim and outcomes</b>   |         | <b>Key messages to convey to young people</b>  |               |
| <p><b>Aim</b></p> <p>To introduce the concept of consent and explore it in the context of relationships, sex and the law.</p> <p><b>Learning outcomes</b></p> <p><b>By the end of the lesson young people will be able to:</b></p> <ul style="list-style-type: none"> <li>Recognise that the legal age of sexual consent in the UK is 16 and the law relating to consent</li> <li>Recognise consent in terms of freedom, capacity and choice</li> <li>Practice and explore how to ask and respond for consent using verbal and non-verbal language and body language, understanding that consent can be withdrawn</li> <li>Identify myths about sex, sexual violence, rape and consent</li> <li>Describe how to access local support services</li> </ul> |         | <p>Ensure that the lesson begins with creating a safe space, including ground rules for how the lesson will be managed. Brook advises discussing confidentiality and safeguarding when creating your safe space.</p> <p>Always allow time for clear signposting at the end of every lesson, this could be within your educational setting, or to local services in Cornwall, as well as online reputable organisations.</p> <p><b>Consent and the law</b></p> <ol style="list-style-type: none"> <li>We are all entitled to safe and pleasurable relationships regardless of gender and sexuality.</li> <li>The age of consent (the legal age to have sex) in the UK is 16 years old, this applies to all genders and sexualities.</li> <li>Sexual activity can be described as penetration of the mouth, vagina or anus with a penis, object, body part, or sexual touching of any description including masturbation, and oral sex. Sex is unique for</li> </ol> |               |
| <p><b>General questions</b></p> <ol style="list-style-type: none"> <li>What is consent?</li> <li>What is the legal age of consent in the UK?</li> <li>Why do we have laws around sexual activity?</li> </ol>   |         |  |               |

# Cover Sheet

10. What impact could these myths have on people's lives and relationships?  
11. Where could you go for help and support about consent?

## How this lesson can be delivered

- Initial questions 'what is consent' to assess knowledge
- Pair/group discussions
- Videos with complementary questions
- Myths/ facts card sort
- Consent and the law quiz
- Mind map non-verbal signs of consent/ non consent
- Scenarios – is there consent in this situation?
- Using the consent triangle to explain the components of consent
- Advice for a friend situation – what might make them not speak to an adult?
- Research on campaign to make up skirting illegal – reflect on how the law changes to reflect society & technology
- Create campaign to communicate where people can go for support if they have been affected.

## Where to find up to date information

### Brook Learn Online Training (for professionals) – consent

<https://learn.brook.org.uk/course/view.php?id=5>

### What is consent

<https://www.brook.org.uk/your-life/sex-and-consent/>

### Consent and the law

protect them from being abused.

5. Any sort of sexual contact without consent is illegal whatever the age of the people involved, this is sexual assault or rape. This can include sexual touching, oral, anal and vaginal sex with a penis or with any other type of object.
6. The Sexual Offences Act 2003 for England and Wales says that a person consents to something if that person: **agrees by choice and has the freedom and capacity to make that choice.**
7. In order to have someone's consent they must have the **freedom** to choose (no force, blackmail, emotional manipulation etc.), **capacity** to understand what they are agreeing to (not asleep, not drunk, not a child) and have the **choice** to retract their consent at any time (change their mind).
8. It is important to understand the law in relation to consent, but the motivation should not be to avoid prison! We all have a moral responsibility to ensure that we have consensual sexual experiences that are pleasurable for everyone.

### Consent in practice

# Cover Sheet

## Ways to differentiate this resource

### Consolidation

- When talking about consent, we talk about freedom, capacity and choice. Sometimes capacity can include being able to fully understand the language someone is using to ask you something. It is important that we reinforce to young people that, if they do not understand what is being asked, they cannot consent, and that they should not feel pressured to simply say 'yes' to make someone happy or because they don't want to admit that they don't understand.
- Some young people will be aware that they do not have the same developmental age as their chronological age. If working with these young people, confirm that the legal age of consent refers to someone's chronological age, and that at this age they have the same rights as any other young person of the same age.
- When using scenarios that demonstrate where consent is given or not given, it is important to reinforce that, in many of these situations, the young people mentioned may not be intentionally trying to cause harm to another person. Consent without clear communication can feel difficult to understand. Young people may say that they would feel awkward asking if someone wanted them to touch them. In this scenario, feeling awkward would be better than doing something that made someone else feel unsafe or pressured.
- Young people might feel that, because there are laws around sex, they can't talk to an adult for help. Reinforce that, if something has happened to them that they didn't consent to, they are likely to need further support. Equally if they have sent or shared a nude, even if that behaviour is 'wrong' it is important that they ask for help. It may feel embarrassing, but adults can't support someone if they don't know about a situation.]

### Extension

- Young people could consider the difference between consent around sex and consent around images, and then think about consent in other contexts. For example, people that pressure others into continuing conversations they don't want to, or who use a lot of physical contact such as hugging or even high fives without consent. How can we communicate to others if we are uncomfortable with something?

## Links to government statutory guidance & PSHE Association guidance (The wording below is directly quoted from PSHE Association and Government guidance)

- ~~That some types of behaviour within relationships are criminal, including violent behaviour and coercive control~~
- ~~That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others~~



# Cover Sheet

- R31. That intimate relationships should be pleasurable
- R23. ~~The services available to support healthy relationships~~ and manage unhealthy relationships, and how to access them

## Things to consider and linking to a whole school approach

- Implement the key concepts within a trauma informed approach across the whole school. Namely working to ensure your school is a safe place for children and young people. This includes creating a safe learning environment for PSHE lessons, increasing empathy and emotional regulation prior to behaviour regulation and boundary setting, open communication, transparency and trustworthiness in teachers and adults within school.
- The structure of your pastoral/ student support services and how young people can access help and support (does your educational setting have a school mentor or counsellor the young people are aware of?)
- This lesson should sit within a wider PSHE curriculum to support and extend learning, specifically complementing our lessons on Youth Produced Sexual Imagery, Sex And The Law and Pornography
- Be aware of the family circumstances of young people where they or family members may have experience of non-consensual sexual encounters or abusive relationships, adapt your teaching and provide any additional support required
- Young people in the group may not be thinking about having sex so it is important to stress that this information may be relevant now or possibly in the future. Consent can be applied to situations beyond sex, for example kissing, touching, sexual harassment and non-consensual image sharing. It would therefore be helpful to include examples and scenarios which include sexting or sexual harassment as well as intimate sexual situations.
- Scenarios and conversations about sex and relationships should be inclusive of LGBT+ people. Please use gender neutral language and include diverse relationships within any written situations.
- The issue of victim blaming and people lying about sexual assault can come up in lessons on consent and it is important to constructively challenge these assumptions.

## Complimentary and curated resources

### Brook Resources

Brook Consent Lesson Plan

Brook – Signs of consent cards and answer sheet

# Lesson Plans

|  |  |
|--|--|
| Topic  | Consent  |
| Age and key stage  | KS3: Year 9  |
| Time range   | 50 minutes   |
| Aim  | To introduce the concept of consent and explore it in the context of the law, relationships and sex.   |
| Outcomes<br>(By the end of the lesson pupils will be able to...)   | <ul style="list-style-type: none"> <li>Recognise that the legal age of sexual consent in the UK is 16 and the law relating to consent</li> <li>Recognise consent in terms of freedom, capacity and choice</li> <li>Practice and explore how to ask and respond for consent using verbal and non-verbal language and body language, understanding that consent can be withdrawn</li> <li>Identify myths about sex, sexual violence, rape and consent</li> <li>Describe how to access local support services</li> </ul>  |
| Links to government statutory guidance & PSHE Association guidance | <ul style="list-style-type: none"> <li>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others</li> <li>That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>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)</li> <li>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</li> <li>R24. That consent is freely given; that being pressured, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances</li> <li>R25. About the law relating to sexual consent</li> <li>R26. How to seek, give, not give and withdraw consent (in all contexts, including online)</li> <li>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</li> <li>R28. To gauge readiness for sex</li> <li>R31. That intimate relationships should be pleasurable</li> <li>R23. The services available to support healthy relationships and manage unhealthy relationships, and how to access them</li> </ul> |
| Introduction and context   | This lesson explores meaningful consent and our rights and responsibilities, including the law, when applying consent in everyday situations including relationships.  |

| Resources required  | Quantity                    |
|---|-----------------------------|
| Image of consent triangle – potentially on a presentation | 1                           |
| Signs of consent cards                                    | Enough for each small group |
| Myths and facts cards                                     | 1                           |
| Activities and method                                     |                             |
| Activity 1: Introduction                                  | 5 minutes                   |

|    |  |            |
|----|--|------------|
|    | <p><b>Method</b></p> <ul style="list-style-type: none"> <li>Facilitator should include a 'trigger warning' within their introduction, due to the intense nature of the content of the lesson.</li> <li>Create a safe space for learning including establishing ground rules and confidentiality, introduce the topic and lesson outcomes.</li> <li>Communicate the session aims to the group</li> </ul>  |            |
| 2. | <p><b>Consent triangle &amp; defining consent.</b></p> <p><b>Method</b></p> <ul style="list-style-type: none"> <li>Facilitator explains the definition of sexual consent in relation to the law and that to help us understand we can split it into three sections: freedom, capacity and choice.</li> <li>Facilitator shows the consent triangle image.</li> <li>Facilitator debriefs using key questions and debrief messages.</li> </ul> <p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>What is consent?</li> <li>What is the legal age of consent in the UK?</li> <li>What do we mean by having the capacity to consent?</li> <li>What does freedom mean?</li> <li>Can someone change their mind about agreeing to do something sexual, even if they are in a relationship?</li> <li>Does consent only apply to sex?</li> </ul> <p><b>Key Messages</b></p> <ul style="list-style-type: none"> <li>We are all entitled to safe and pleasurable relationships regardless of gender and sexuality.</li> <li>Consent means agreeing to do something or giving your permission. It should be an informed, enthusiastic and continuous yes, including body language and verbal communication.</li> <li>The age of consent (the legal age to have sex) in the UK is 16 years old, this applies to all genders and sexualities.</li> <li>Sexual activity can be described as penetration of the mouth, vagina or anus with a penis, object, body part, or sexual touching of any description including masturbation, and oral sex. Sex is unique for each person or couple. It should be pleasurable and positive.</li> <li>The law is to protect people from physical and emotional harm. It is also in place to ensure that young people are not exploited; this could be by adults or other young people. It is not there to criminalise young people under the age of 16 having consensual sex but is to protect them from being abused.</li> <li>Any sort of sexual contact without consent is illegal whatever the age of the people involved, this is sexual assault or rape. This can include sexual touching, oral, anal and vaginal sex with a penis or with any other type of object.</li> <li>The Sexual Offences Act 2003 for England and Wales says that a person consents to something if that person: agrees by choice and has the freedom and capacity to make that choice.</li> <li>In order to have someone's consent they must have the freedom to choose (no force, blackmail, emotional manipulation etc.), capacity to understand what they are agreeing to (not asleep, not drunk, not a child) and have the choice to retract their consent at any time (change their mind).</li> <li>It is important to understand the law in relation to consent, but the motivation</li> </ul> | 10 minutes |



# Activity Plan

|   |  |   |
|---|--|---|
| <b>Topic &amp; activity</b>   | Consent  | What does consent sound, look, feel like? |
| <b>Age and key stage</b>  | KS5: Year 13   |   |
| <b>Time range</b>   | 15 minutes   |   |
| <b>Outcomes</b><br>(By the end of the lesson young people will be able to...) | <ul style="list-style-type: none"> <li>Recognise consent in terms of freedom, capacity and choice</li> <li>Practice and explore how to ask and respond for consent using verbal and non verbal language and body language</li> </ul> |   |

|   |                            |
|---|----------------------------|
| <b>Resources required</b>                 | Quantity                   |
| What does consent sound, look, feel like? | Enough for the whole class |

**Activities and method (including key questions and messages relating to the activity)**  
This activity should happen after a discussion and activities exploring what consent means.

**Method**

- Facilitator explains that when negotiating consent we need to think about what people are saying but also what they are communicating with their body language.
- Facilitator hands out worksheets and asks group to complete individually or in small groups.
- Facilitator, after giving the group time to complete, brings them back together to run through their ideas and debrief.

**Key Questions**

1. What could someone's body language look like when they are consenting?
2. How does it feel to ask for consent? How does it feel to be asked for your consent?
3. Is it easy to say no to a sexual thing? How could we make it easier?
4. If you are not sure if you have someone's consent what should you do?
5. How can we ask for consent? What could someone say?

**Worksheet Ideas**

- What does consent sound like? – 'yes', 'that feels good', 'touch me there', 'I want you to do ...', pleasurable moans, 'that's great'.
- What does consent look like? – relaxed comfortable body language, nodding, reciprocating touch (kissing you back), directing where to touch (moving your hand), moving to be close, eye contact, smiling; not jumping or pulling away, open body language.
- What does consent feel like? – sexually aroused/ turned on (though not always an indicator of consent), comfortable, safe, respected, relaxed, trust the other person, able to say no at any time, no force or pressure or manipulation, happy with your contraception choice, in control (not drunk/ high). Being asked for your consent – makes someone feel respected by the other person, that the other person cares about their feelings and that they are enjoying the experience. It also means you can communicate about what you both like sexually and therefore have a more pleasurable experience.

**Key Messages**

- Consent means agreeing to do something or giving your permission. It should be an informed, enthusiastic and continuous yes – with body language and verbal communication. Getting enthusiastic consent is important so everyone is happy to engage in the sexual activity. If you're

- Any sort of sexual contact without consent is illegal whatever the age of the people involved, this is sexual assault or rape.
- Negotiating consent can be difficult or awkward for some people at first. Ultimately, you have a legal right and responsibility to negotiate consent. Talking about what you like and don't like, helps you to have more comfortable and enjoyable experiences of touch – including sex.
- People need to be aware of non verbal signs of consent/ non consent as well as verbal.
- We cannot assume consent e.g. if we are in a relationship, they are wearing a short skirt or their body appears to be sexually aroused – you still need to seek consent.
- Physical, emotional and psychological pressure may be used to force someone else into sexual activity. Just because someone does not hold you down and make you engage in a sexual act against your will or if you do not say 'no', it does not mean you have consented.
- If someone forces you to do something you do not want to do of a sexual nature, it is never your fault and it is not OK. You should speak to someone you trust if this has happened to you so that you can get help and support.

## Relevant differentiation to support or challenge pupils

Facilitator may choose to also ask the group to think about what 'someone not consenting would sound like, look like or feel like?' for groups who need to explore non verbal signs of consent in more detail.

- Consolidation:**
- Whilst the need for consent is clear, some young people may find the idea that you need to ask 'permission' for sex every time awkward or embarrassing. Reinforce the idea that sexual interactions are often funny, embarrassing or awkward, and that worrying about sounding silly is much better than putting yourself in a situation where you have contributed to someone doing something they didn't want to.
  - Similarly, sexual interactions are complex. We are all capable of making a mistake or misreading signals. Whilst victim blaming is never okay, it is also important not to demonise the person viewed as the perpetrator in a case where consent is not given. Many situations like this occur in genuine relationships, and if this happens, it is important that both people are able, if appropriate, to talk about what happened.
  - Overall, young people should understand that sex is about communication, and requires both people to talk to each other about what they want and don't want.

**Extension:**

- It is often difficult to see the nuance in situations where there is not consent given. What advice would you give to someone in this scenario (either partner): two people in a relationship who had had sex several times were having sex and one person asked the other to stop and they didn't.

# Online Portal

AUTUMN

TERM 1

**Course Goal** Course Objective & Unit Objective

- ✓ Students will identify the characteristics of a biome and teach the other members of their group.
- ✓ Students will create a wiki page for the biome they studied to use in teaching the other members of their group.
- ✓ Students will demonstrate their knowledge of biomes in their travel brochure on the Biome World Tour.
- ✓ Students will demonstrate their knowledge of the effect of biome characteristics by presenting a group project describing the adaptations needed for a specific animal to survive in a specific biome

Lesson 1

✓ DOWNLOADABLE LESSON PLANS

 Student Sample Powerpoint Presentation PDF (copy)

 Student Sample Powerpoint Presentation PDF

RESOURCES

 MBG Net Biomes of the World

Lesson 2

✓ DOWNLOADABLE LESSON PLANS

 Student Sample Powerpoint Presentation PDF (copy) (copy)

RESOURCES

 Unit overview presentation

 Biome Basics

- ▶ Site pages
- ▼ MY COURSES
  - ▶ [Abortion](#)
  - ▶ [How to deliver RSE](#)
  - ▶ [Relationships](#)
  - ▶ [Contraception](#)
- ▼ Courses
  - ▼ Cornwall-Temp
    - ▶ [Participants](#)
    - ▶ [Badges](#)
    - ▶ [Competencies](#)
    - ▶ [Grades](#)
    - ▶ General
    - ▶ AUTUMN
    - ▶ Autumn 2
    - ▶ Projects
    - ▶ Project 3
    - ▶ Evaluation

Administration

- ▼ Course administration
  - ▶ [Edit settings](#)
  - ▶ [Turn editing on](#)
  - ▶ Users
  - ▶ [Filters](#)
  - ▶ Reports
  - ▶ [Gradebook setup](#)
  - ▶ [Outcomes](#)
  - ▶ Badges
  - ▶ [Backup](#)
  - ▶ [Restore](#)
  - ▶ [Import](#)
  - ▶ [Share](#)
  - ▶ [Reset](#)
  - ▶ [Question bank](#)
  - ▶ [Repositories](#)



# SEND

- Differentiation manual to support you in differentiate the curriculum for the needs of your setting or young people
- Each resource has specific suggestions for how to differentiate the topic
- More will be covered in module 8

# Further information and support

- There will be a regular schedule of live Q and A sessions
- We will collect and share FAQ's
- Useful links are in the final slide of the teachers powerpoint of each module.

Dates and how to book Q&A Sessions along with the FAQ's can be found on the Healthy Schools website



**Thank you and enjoy the rest of the  
modules**