

## OFSTED FRAMEWORK 2019

The four areas are:

- overall effectiveness
- behaviour and attitudes
- personal development
- leadership and management

**Inspectors will make a judgement on the personal development of learners by evaluating the extent to which:**

- the curriculum extends beyond the academic, technical or vocational and provides for learners' broader development, enabling them to develop and discover their interests and talents
- the curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy
- at each stage of education, the provider prepares learners for future success in their next steps
- the provider prepares learners for life in modern Britain by: equipping them to be responsible, respectful, active citizens who contribute positively to society; developing their understanding of fundamental British values; developing their understanding and appreciation of diversity; celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.

## Relationships and sex education expectations

By the end of secondary, pupils will need to know:

Families

- That there are different types of committed, stable relationships
- How these relationships might contribute to human happiness and their importance for bringing up children
- What marriage and civil partnerships are, including their legal status (e.g. that marriage and civil partnerships carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony)
- Why marriage and civil partnerships are an important relationship choice for many couples and why it must be freely entered into
- The characteristics and legal status of other types of long-term relationships
- The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting

- How to determine whether other children, adults or sources of information are trustworthy; how to 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, including friendships

- 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
- Practical steps they can take in a range of different contexts to improve or support respectful relationships
- 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)
- That in school and in wider society they can expect to be treated with respect by others, and in turn they should show due respect to others, including people in positions of authority, and due tolerance of other people's beliefs
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying, and how and where to get help
- 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

- 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 behaviour, can damage the way people 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

- 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
- 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, including sexual health

- 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)
- The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women
- 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 the use of alcohol and drugs can lead to risky sexual behaviour
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

## Health education expectations

By the end of secondary, pupils will need to know:

Mental wellbeing

- 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

- 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 or 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

- The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress
- The characteristics and evidence of what constitutes a healthy lifestyle and maintaining a healthy weight (including the links between an inactive lifestyle and ill health, such as cancer and cardio-vascular ill health)
- About the science relating to blood, organ and stem cell donation

### Healthy eating

- How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer

### Drugs, alcohol and tobacco

- The facts about legal and illegal drugs and their associated risks, including the link to serious mental health conditions
- The law relating to the supply and possession of illegal substances
- The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood
- The physical and psychological consequences of addiction, including alcohol dependency
- Awareness of the dangers of drugs which are prescribed but still present serious health risks

- The facts about the harms from smoking tobacco (particularly the risk to lung cancer), the benefits of quitting and how to access support to do so

#### Health and prevention

- About personal hygiene, germs (including bacteria and viruses), how they are spread, treatment and prevention of infection, and about antibiotics
- About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist
- In late secondary, the benefits of regular self-examination and screening
- The facts and science relating to immunisation and vaccination
- The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn

#### Basic first aid

- Basic treatment for common injuries
- Life-saving skills, including how to administer CPR (best taught after 12 years old)
- The purpose of defibrillators and when one might be needed

#### Changing adolescent bodies

- Key facts about puberty, the changing adolescent body and menstrual wellbeing
- The main changes which take place in males and females, and the implications for emotional and physical health

Students across all years are encouraged to use displays and information around the P.E. department to identify and research information regarding Personal Development.

Year Group	Brief Description of Topic and outcome	When
All Years	<p>Respectful Relationships:</p> <p>Students are taught throughout every lesson to show respect to others. This is demonstrated in a variety of ways but is always both required and evident. Examples include teamwork in team games such as volleyball, group work in dance and showing respect for individual performances in gymnastics. Stereotypes are also challenged through mixed group work in many lessons, requiring genders to participate in a range of sports, including those such as netball and rugby, which have been traditionally pigeonholed as gender specific.</p>	Throughout all years and all lessons.
7	<p>Physical Health and Fitness:</p> <p>Health Related Fitness in Year 7 focusses on the components of fitness and how these relate to both general health and sporting requirements. Students study a variety of physical activities to improve these components and are taught the links between the exercise and the component. Students also look at the cardiovascular, muscular, respiratory and skeletal systems, again linking exercise to the benefits of each.</p>	Autumn Term
7	<p>Mental Wellbeing:</p> <p>Students are encouraged to take an active role in all lessons and are taught the benefits of exercise on mental wellbeing through a range of lessons. This is emphasised most in team activities, such as football, rugby and netball, where the mental benefits of both exercise and teamwork emphasised.</p> <p>Students are encouraged to maintain their best standards of performance in lessons. This is addressed most clearly in athletics lessons during the Summer Term, where achieving personal bests is a key factor.</p>	Autumn and Spring Terms  Summer Term
7	<p>Healthy Eating:</p> <p>The need for healthy eating as a requirement for physical activity is emphasised at the start of each term and regularly throughout, especially during Health Related Fitness lessons. Nutritional requirements are linked to the components of fitness, with a focus on how different food groups are needed for different components.</p> <p>The importance of water is regularly emphasised, and students are encouraged to bring water</p>	Autumn Term and throughout

	bottles to lessons. Links to hydration are regularly made.	
7	<p>Health and Prevention:</p> <p>Personal hygiene is discussed from the first lesson of P.E. Students are encouraged to wear suitable clothing and to ensure that they are aware of specific issues that can come from not regularly changing such clothes, athletes foot is a key example which is emphasised. Deodorant is regularly discussed and students are encouraged to apply (roll on) deodorants before and after lessons.</p>	Throughout with regular reminders at the start of lessons.
7	<p>Changing Adolescent Bodies:</p> <p>Puberty is considered with students when participating in all activities, particularly contact sports. Changing shape of bodies is discussed and students are encouraged to consider these when planning positions etc. This is also key when analysing Health Related Fitness and Athletics, where students are encouraged to think about how puberty impacts on components of fitness, times/distances etc.</p>	Autumn and Summer Terms
8	<p>Physical Health and Fitness:</p> <p>Health Related Fitness in Year 8 focusses on measuring components of fitness and how having a knowledge of your own fitness can help to plan training. Students are encouraged to identify areas in which they have weaknesses and plan ways in which they can improve them, whilst maintaining their current strengths. Links to how physical improvements can lead to improved mental health are identified.</p>	
8	<p>Mental Wellbeing:</p> <p>Students are encouraged to take an active role in all lessons and are taught the benefits of exercise on mental wellbeing through a range of lessons. This is emphasised most in team activities, such as football, rugby and netball, where the mental benefits of both exercise and teamwork emphasised.</p> <p>Students are encouraged to maintain their best standards of performance in lessons. This is addressed most clearly in athletics lessons during the Summer Term, where achieving personal bests is a key factor.</p>	<p>Autumn and Spring Terms</p> <p>Summer Term</p>
8	<p>Healthy Eating:</p> <p>The need for a healthy eating as a requirement for physical activity is emphasised at the start of each term and regularly throughout, especially during Health-Related Fitness lessons. Concepts relating to individual athletes developing their</p>	Autumn Term

	own meal plans are introduced. Energy balance introduced.	
8	<p>Health and Prevention:  Personal hygiene is discussed from the first lesson of P.E. Students are encouraged to wear suitable clothing and to ensure that they are aware of specific issues that can come from not regularly changing such clothes, athletes foot is a key example which is emphasised. Deodorant is regularly discussed and students are encouraged to apply (roll on) deodorants before and after lessons.</p> <p>Sleep and the links to performance are identified, as well as being linked to energy balance and the healthy eating topics.</p>	Throughout
8	<p>Changing Adolescent Bodies:  Puberty is considered with students when participating in all activities, particularly contact sports. Particular focus is now given to the physical differences in gender and how these may effect sporting outcomes. National performance tables are introduced, these are used to identify differences in male/ female performance and the expected gap between them.</p>	Throughout
9	<p>Physical Health and Fitness:  Health Related Fitness in Year 9 focusses on students training towards improving a variety of components of fitness, beginning to identify activities which may be available to them outside of school more readily, e.g. skipping. Students are encouraged to identify areas in which they have weaknesses and plan ways in which they can improve them, whilst maintaining their current strengths. Links to how physical improvements can lead to improved mental health are identified.</p>	
9	<p>Mental Wellbeing:  Students are encouraged to take an active role in all lessons and are taught the benefits of exercise on mental wellbeing through a range of lessons. This is emphasised most in team activities, such as football, rugby and netball, where the mental benefits of both exercise and teamwork emphasised.</p> <p>Students are encouraged to maintain their best standards of performance in lessons. This is addressed most clearly in athletics lessons during the Summer Term, where achieving personal bests is a key factor.</p>	<p>Autumn and Spring Terms</p> <p>Summer Term</p>



	Students work in a variety of groups, both single and mixed gender throughout the year, giving them an ability to make choices about who they work with dependant on friendship groups etc. which become more of a factor in participation during Year 9.	
9	<p>Healthy Eating:</p> <p>The need for a healthy eating as a requirement for physical activity is emphasised at the start of each term and regularly throughout, especially during Health-Related Fitness lessons. Diet and hydration links are made regularly, building on the differences identified in sports in Year 8. Focus on “sports drinks” and how these impact on health and performance compared to water. Students are encouraged to take a more independent approach to meal planning and healthy eating, identifying food groups and items which fit in with the requirements of their individual diets.</p>	Autumn Term
9	<p>Health and Prevention:</p> <p>Personal hygiene is discussed from the first lesson of P.E. Students are encouraged to wear suitable clothing and to ensure that they are aware of specific issues that can come from not regularly changing such clothes, athletes foot is a key example which is emphasised. Deodorant is regularly discussed and students are encouraged to apply (roll on) deodorants before and after lessons. Students are encouraged to take a more independent approach to personal hygiene, taking more responsibility for themselves. Sleep and the links to performance are identified, as well as being linked to energy balance and the healthy eating topics.</p>	Throughout
9	<p>Changing Adolescent Bodies:</p> <p>Puberty is considered with students when participating in all activities, particularly contact sports. Students are made aware of how their body changes may impact on components of fitness e.g. co-ordination and balance and how these may, in fact, become weaker as the body changes, before improving again. Displays are available giving students links to appropriate websites and helplines, along with advice being offered to individual students from teachers and support staff.</p>	Throughout
10	<p>Physical Health and Fitness:</p> <p>Health Related Fitness in Year 10 focusses on students training towards improving a variety of</p>	

	<p>components of fitness, continuing to identify activities which may be available to them outside of school more readily, e.g. skipping, dance, HIIT. Students are encouraged to become more independent in their planning and implementation of fitness training</p>	
10	<p><b>Mental Wellbeing:</b>  Students are encouraged to take an active role in all lessons and are taught the benefits of exercise on mental wellbeing through a range of lessons. This is emphasised most in team activities, such as football, rugby and netball, where the mental benefits of both exercise and teamwork emphasised.</p> <p>Once again students are encouraged to recognise where they can look for help, with support guides, websites and staff identified via displays and discussions.</p> <p>Students are encouraged to maintain their best standards of performance in lessons. This is addressed most clearly in athletics lessons during the Summer Term, where achieving personal bests is a key factor.</p> <p>Students work in a variety of groups, both single and mixed gender throughout the year, giving them an ability to make choices about who they work alongside, as well as well as the types of activity that they participate in.</p>	<p>Autumn and Spring Terms</p> <p>Summer Term</p>
10	<p><b>Healthy Eating:</b>  The need for a healthy eating as a requirement for physical activity is emphasised at the start of each term and regularly throughout, especially during Health-Related Fitness lessons. Diet and hydration links are made regularly, building on the differences identified in sports in previous years.</p> <p>Students are encouraged to take a more independent approach to meal planning and healthy eating, identifying food groups and items which fit in with the requirements of their individual diets.</p>	Autumn Term
10	<p><b>Health and Prevention:</b>  Personal hygiene is discussed from the first lesson of P.E. Students are encouraged to wear suitable clothing and to ensure that they are aware of specific issues that can come from not regularly changing such clothes, athletes' foot is a key example which is emphasised. Deodorant is regularly discussed and students are encouraged to apply (roll on) deodorants before and after lessons. Students are encouraged to take a more</p>	Throughout



	them an ability to make choices about who they work alongside, as well as well as the types of activity that they participate in.	
11	<p><b>Healthy Eating:</b> The need for a healthy eating as a requirement for physical activity is emphasised at the start of each term and regularly throughout, especially during Health-Related Fitness lessons. Diet and hydration links are made regularly, building on the differences identified in sports in previous years.</p> <p>Students are encouraged to take a more independent approach to meal planning and healthy eating, identifying food groups and items which fit in with the requirements of their individual diets. Hydration is emphasised, encouraging students to identify the links between hydration and learning in other areas of school.</p>	Autumn Term
11	<p><b>Health and Prevention:</b> Personal hygiene is discussed from the first lesson of P.E. Students are encouraged to wear suitable clothing and to ensure that they are aware of specific issues that can come from not regularly changing such clothes, athletes foot is a key example which is emphasised. Deodorant is regularly discussed and students are encouraged to apply (roll on) deodorants before and after lessons.</p> <p>Students are encouraged to take a more independent approach to personal hygiene, taking more responsibility for themselves.</p>	Throughout
11	<p><b>Changing Adolescent Bodies:</b> Puberty is considered with students when participating in all activities, particularly contact sports.</p> <p>Pupils are encouraged to recognise how their body is reacting and responding to changes and to make choices about their physical activity accordingly.</p> <p>Displays are available giving students links to appropriate websites and helplines, along with advice being offered to individual students from teachers and support staff.</p>	Throughout