

The Relationships, Sex and Health (RSHE) Curriculum 2021-22

RSHE Curriculum Vision

Our curriculum is embedded throughout pastoral and curriculum input. It sits alongside the values and ethos of the school, with PRIDE values being a critical component of the education students receive in RSHE. The RSHE curriculum is statutory so the provision is mandatory, but beyond that our students deserve the best opportunity to stay safe and reach their potential, learning how to be adults of the highest character who are inspiring, moral citizens of the world, driven by kindness and consideration for others. The curriculum places a high value on respect and tolerance, developing empathy and listening to others opinions. The students own viewpoints and experiences are important. Staff use “talking points” which link across the curriculum, so that listening, articulating and challenging each other’s views are a valuable way students can develop deeper understanding of the issues and the different perspectives that may exist within a diverse community. RSHE is delivered through tutor time activities, assemblies, special visits and events, service opportunities, Humanities, Science and English curriculum lessons as relevant topics are covered through the national curriculum. Modules provide a clear focus, but the issues are interlinked and constantly related to each other. The curriculum provides the flexibility for modules to be moved should a particular issue need addressing in response to local or national events. The below represents an overview of the minimum offer in a particular year group, learning from previous years is revisited to reinforce key messages.

Key stage 3 – Modules

Term	Year 7	Year 8	Year 9
1	<p>Mental Health I understand... how to talk about my emotions accurately and sensitively. I can critically evaluate when something I do or am involved in has a positive or negative effect on my own or others’ mental health. Importance of being connected with others.</p>	<p>Mental Health I know... how to recognise the early signs of mental wellbeing concerns I know the common types of mental ill health (e.g. anxiety and depression)</p>	<p>Mental Health I know... the common types of mental ill health (e.g. anxiety and depression) I can critically evaluate when something I do or am involved in has a positive or negative effect on my own or others’ mental health</p>
2	<p>Physical Health I understand... that some substances are illegal and understand their associated risks. 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 (Sci)</p>	<p>Physical Health I understand... the law relating to the supply and possession of illegal substances the facts about legal and illegal drugs and their associated risks, including the link to serious mental health. The risks of smoking, how to maintain healthy eating and health risks linked to poor diet. Changing adolescent body, facts around pregnancy, safer sex, miscarriage and contraception (Sci)</p>	<p>Physical Health I understand... the law relating to the supply and possession of illegal substances I know the facts about legal and illegal drugs and their associated risks, including the link to serious mental health That all aspects of health can be impacted by choices made in sex and relationships and how these impacts can be reduced.</p>
3	<p>Online & Media I understand that images or videos I send have the potential to be shared online and could be very difficult to remove I know not to provide material to others that I do not want shared further and know not to share personal material which is sent to me I know what to do and where to get support to report material or deal with online issues Cyberbullying</p>	<p>Online & Media I understand my rights, responsibilities and opportunities online I know the similarities and differences between the online world and the physical world and understand how I could be targeted with adverts and information online. The impacts of unhealthy comparison, identifying and reporting harmful behaviour online and how to find support. Online responsibilities, rights, opportunities and risks,</p>	<p>Online & Media I know the similarities and differences between the online world and the physical world and understand the impact of unhealthy or obsessive comparison with others online I understand the impact of viewing harmful content and explicit imagery and how it can negatively impact relationships. Risks of online gambling.</p>
4	<p>Positive Choices I know about different types of bullying, the impact it can have and how and where to get help if I need it. I know how to determine whether other children, adults or sources of information are trustworthy I know how to seek help or advice if I have concerns about who I can trust.</p>	<p>Positive Choices I know how to determine whether other children, adults or sources of information are trustworthy I know how to seek help or advice if I have concerns about who I can trust</p>	<p>Positive Choices I know how to determine whether other children, adults or sources of information are trustworthy I know how to seek help or advice if I have concerns about who I can trust</p>

5	<p>Respectful Relationships</p> <p>Characteristics of positive, healthy friendships. I understand that in school and in wider society I can expect to be treated with respect by others, and that in turn I should show respect to others.</p> <p>Different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p> <p>How family relationships might contribute to human happiness and bringing up Children. (Eng)</p>	<p>Respectful Relationships</p> <p>I know 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)</p> <p>Practical steps to support respect in relationships, danger of stereotypes around gender, religion, sexual orientation, disability (Eng)</p>	<p>Respectful Relationships</p> <p>Unit, covering marriage, different types of relationships, legal status, forced marriage, FGM, sexual imagery, issues around trust, reliability and consent.(RE)</p> <p>I know 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)</p> <p>I know how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships</p>
6	<p>Democracy</p> <p>I understand how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause</p>	<p>Democracy</p> <p>I understand how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage</p> <p>I understand that in school and in wider society I can expect to be treated with respect by others, and that in turn I should show respect to others</p>	<p>Democracy</p> <p>I understand how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage</p> <p>I understand that in school and in wider society I can expect to be treated with respect by others, and that in turn I should show respect to others</p>

Key stage 4 – Modules		
Term	Year 10	Year 11
1	<p>Mental Health</p> <p>I know how to recognise the early signs of mental wellbeing concerns</p> <p>I understand the importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness</p> <p>I am aware of the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress</p>	<p>Mental Health</p> <p>I know how to recognise the early signs of mental wellbeing concerns</p> <p>I understand the importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness</p> <p>I am aware of the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress</p>
2	<p>Physical Health</p> <p>I know the physical and psychological risks associated with alcohol consumption</p> <p>I know the physical and psychological consequences of addiction, including alcohol dependency</p> <p>I understand the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn</p> <p>The science relating to blood, organ and stem cell donation and the impact of a healthy lifestyle on cancer and cardiovascular disease. (Sci).</p> <p>Treatment and prevention of viruses, infections and about antibiotics (Sci)</p>	<p>Physical Health</p> <p>I am aware of the dangers of drugs, including those which are prescribed but still present serious health risks</p> <p>I know how the use of alcohol and drugs can lead to risky sexual behaviour</p> <p>How to get further advice including confidential sexual health advice.</p>
3	<p>Online & Media</p> <p>I know the similarities and differences between the online world and the physical world and understand how to be a discerning consumer of information online</p> <p>I understand that sharing and viewing indecent images of children is a criminal offence which carries severe penalties including jail</p> <p>I know how to identify harmful behaviours and how to report, or find support, if affected by those behaviours</p>	<p>Online & Media</p> <p>I know the similarities and differences between the online world and the physical world and understand how to be a discerning consumer of information online</p> <p>I understand that sharing and viewing indecent images of children is a criminal offence which carries severe penalties including jail</p> <p>I know how to identify harmful behaviours and how to report, or find support, if affected by those behaviours</p>

4	<p>Positive Choices</p> <p><i>I know how to determine whether other children, adults or sources of information are trustworthy</i></p> <p><i>I know 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</i></p>	<p>Positive Choices</p> <p><i>I know how to determine whether other children, adults or sources of information are trustworthy</i></p> <p><i>I know 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</i></p>
5	<p>Respectful Relationships</p> <p><i>I know how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships</i></p> <p><i>I know that some types of behaviour within relationships are criminal</i></p> <p><i>I know what constitutes sexual harassment and sexual violence and why these are always unacceptable</i></p> <p><i>I know 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)</i></p>	<p>Respectful Relationships</p> <p><i>I know how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships</i></p> <p><i>I know that some types of behaviour within relationships are criminal</i></p> <p><i>I know what constitutes sexual harassment and sexual violence and why these are always unacceptable</i></p> <p><i>I know 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)</i></p>
6	<p>Democracy</p> <p><i>I understand how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage</i></p> <p><i>I understand that in school and in wider society I can expect to be treated with respect by others, and that in turn I should show respect to others</i></p>	<p>Exams</p>

Key stage 5		
Term	Year 12	Year 13
1	<p>Mental Health</p> <ul style="list-style-type: none"> - To recognise signs of change in mental health and wellbeing and demonstrate a range of strategies for building and maintaining positive mental health, including managing stress and anxiety - To recognise when they, or others, need support with their mental health and effective strategies to address difficulties and promote wellbeing 	<p>Mental Health</p> <ul style="list-style-type: none"> - To recognise common mental health issues such as anxiety, depression, eating disorders, self-harm and compulsive behaviours - To analyse and evaluate support available to manage common mental health issues, and how to access the most appropriate support
2	<p>Physical Health</p> <ul style="list-style-type: none"> - To take responsibility for monitoring personal health and wellbeing, breast awareness and self-examination, testicular self-examination and cervical screening - To understand how alcohol and drug use can affect decision making and personal safety, including looking out for friends, safe travel and drink-spiking - How to take responsibility for their sexual health and know where, and how, to access local and national advice, diagnosis and treatment 	<p>Physical Health</p> <ul style="list-style-type: none"> - To recognise illnesses that particularly affect young adults, such as meningitis and 'freshers' flu' - How to maintain a healthy diet, especially on a budget - The risks of being a passenger with an intoxicated driver and ways to manage this - The impact of alcohol and drug use on road safety, workplace safety, reputation and career
3	<p>Online & Media</p> <ul style="list-style-type: none"> - To recognise and manage negative influence, manipulation and persuasion in a variety of contexts, including online 	<p>Online & Media</p> <ul style="list-style-type: none"> - To recognise and manage negative influence, manipulation and persuasion in a variety of contexts, including online

	<ul style="list-style-type: none"> - <i>To manage personal safety in new relationships, including online activity or when meeting someone for the first time whom they met online</i> - <i>To understand the risks associated with gambling, including online gambling</i> 	<ul style="list-style-type: none"> - <i>To manage personal safety in new relationships, including online activity or when meeting someone for the first time whom they met online</i> - <i>To understand the risks associated with gambling, including online gambling</i>
4	<p style="text-align: center;"><i>Positive Choices</i></p> <ul style="list-style-type: none"> - <i>To assess and manage risk and personal safety in a wide range of contexts, including online; about support in place to safeguard them in these contexts and how to access it</i> - <i>To evaluate the dangers and consequences of being involved in gangs, serious organised crime or carrying a weapon</i> - <i>To perform first aid and evaluate when to summon emergency services, irrespective of any potential legal implications, for example, when the situation involves alcohol, drugs, gangs or violent crime</i> 	<p style="text-align: center;"><i>Positive Choices</i></p> <ul style="list-style-type: none"> - <i>To assess and manage risk and personal safety in a wide range of contexts, including online; about support in place to safeguard them in these contexts and how to access it</i> - <i>To manage personal safety in relation to travel, such as cycle safety, young driver safety, passenger safety, using licensed taxis and getting home safely</i> - <i>To travel safely around the UK and abroad; understand legal rights and responsibilities when travelling abroad, including passport, visa and insurance requirements</i>
5	<p style="text-align: center;"><i>Respectful Relationships</i></p> <ul style="list-style-type: none"> - <i>To understand the moral and legal responsibilities that someone seeking consent has, and the importance of respecting and protecting people's right to give, not give, or withdraw their consent (in all contexts, including online)</i> - <i>To understand the emotional, physical, social and legal consequences of failing to respect others' right not to give or to withdraw consent</i> - <i>How to recognise, and seek help in the case of, sexual abuse, exploitation, assault or rape, and the process for reporting to appropriate authorities</i> 	<p style="text-align: center;"><i>Respectful Relationships</i></p> <ul style="list-style-type: none"> - <i>To recognise the opportunities to build meaningful relationships in the workplace and the boundaries around professional relationships</i> - <i>To understand the moral and legal responsibilities that someone seeking consent has, and the importance of respecting and protecting people's right to give, not give, or withdraw their consent (in all contexts, including online)</i> - <i>How to recognise, and seek help in the case of, sexual abuse, exploitation, assault or rape, and the process for reporting to appropriate authorities</i>
6	<p style="text-align: center;"><i>Democracy</i></p> <ul style="list-style-type: none"> - <i>Ways to celebrate cultural diversity, promote inclusion and safely challenge prejudice and discrimination</i> 	<p style="text-align: center;"><i>Democracy</i></p> <ul style="list-style-type: none"> - <i>Ways to celebrate cultural diversity, promote inclusion and safely challenge prejudice and discrimination</i>