



The Academy  
at Shotton Hall

# RSHE (RELATIONSHIPS, SEX AND HEALTH EDUCATION) CURRICULUM MAP – THE ACADEMY AT SHOTTON HALL

## **Introduction:**

The North East Learning Trust is aware that children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

The aim of RSHE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage, civil partnership or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help students understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 made under sections 34 and 35 of the Children and Social Work Act 2017 make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. The regulations also make Health Education compulsory in Academies.

The full RSHE policy can be found here: <http://www.shottonhallacademy.co.uk/filecache/ad3/b3d/30238-the-academy-at-shotton-hall-rshe-policy.pdf>



**Commitment:**

Teaching of RSHE in the Trust's Academies will enable students:

- To distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful;
- To understand the benefits of healthy relationships to their mental wellbeing and self-respect and to understand that unhealthy relationships can have a lasting, negative impact on mental wellbeing;
- To believe they can achieve goals and that in order to achieve those goals they must stick at the tasks despite the challenges they may face; Issue 1 RSHE Policy Page 4 of 17
- To be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way;
- To recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence including honour-based violence and forced marriage) and strategies to manage this or access support for themselves or others at risk;
- To recognise risks, harmful content and contact, and how and when to report issues to keep them safe online;
- To, within the law, be well equipped to make decisions for themselves about how to live their own lives in the future, whilst respecting the right of others to make their own decisions and hold their own beliefs;
- To talk about their emotions accurately and sensitively, recognising early signs of mental wellbeing concerns;
- To understand what constitutes a healthy lifestyle;
- To understand facts about legal and illegal drugs, the risks and dangers associated and the laws related to supply and possession;
- To recognise good personal hygiene and the importance of self-examination and screening;
- To recognise life saving skills and how to administer CPR;
- To prepare them for physical changes they and their peers will experience.

**Key aim – to ensure that the RSHE provision meets the requirements outlined in the Statutory Requirements (2020)**



|   | RSHE KS3:  | RSHE KS4:  | Sept programme:   | Curriculum areas<br>KS3:   | Curriculum areas<br>KS4: |
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| <b>RELATIONSHIPS AND SEX EDUCATION:</b>   |  |  |   |  |                          |
| <p><b>Families</b></p> <ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships.</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children.</li> <li>• What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> <li>• The characteristics and legal status of other types of long-term relationships.</li> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li> <li>• How to: determine whether other children, adults or sources of information are trustworthy: 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.</li> </ul> | <p>Y7- Term 2 - Online safety (grooming)<br/>Y7 – Term 3 - Family and parenting<br/>Y9 – Term 1 – Domestic violence and abuse<br/>Y9 – Term 1 – Exploitation and grooming<br/>Y9 – Term 2 - Happiness<br/>Y9 – Term 3 – Is marriage important?<br/>Y9- Term 3 - Forced marriage, honour based violence</p> | <p>Y10 – Term 1 – Same sex marriage<br/>Y10 – Term 3 – Exploitation and grooming<br/>Y11 -Term 1 - Pregnancy choices<br/>Y11 – Term 1 - Creation of life<br/>Y11 – Term 2 - Family<br/>Y11 – Term 2 - Marriage<br/>Y11 – Term 2 - Pre-marital sex and cohabitation<br/>Y11 – Term 2 - Family planning<br/>Y11 – Term 2 - Divorce</p> | <p>All – Term 1 assembly &amp; hi 5 discussion – consideration for others</p> | <p>MFL- Y7 Talking about family</p>                              |                          |
| <p><b>Respectful relationships, including friendships</b></p> <ul style="list-style-type: none"> <li>• The characteristics of positive and healthy friendships (in all contexts, including online)</li> </ul>   | <p>Y7 – Term 1 – British Values</p>  | <p>Y10 – Term 1 - Prejudice and discrimination: racial</p>   | <p>All – Term 1 assembly &amp; hi 5 discussion –</p>                          | <p>MFL- Adjectives to describe friends<br/>PE- KS3 Team work</p> | <p>PE- KS4 Team work</p> |



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| <p>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.</p> <ul style="list-style-type: none"> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• 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).</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> <li>• The legal rights and responsibilities regarding equality (particularly with reference to the</li> </ul> | <p>Y7 – Term 1 - Rules and laws<br/>Y7 – Term 1 – Equality Act and protected characteristics<br/>Y7 – Term 1 - Prejudice and discrimination: Disablism, homophobia and racism<br/>Y7- Term 1 - Stereotypes<br/>Y7- Term 1 - Community cohesion<br/>Y7- Term 2 - Friendship<br/>Y7- Term 2 - Bullying<br/>Y7 Term 2 - Cyber bullying<br/>Y7 – Term 3 - Consent<br/>Y7 – Term 3 - Equality<br/>Y8- Term 1 – Gender discrimination in the workplace<br/>Y8 – Term 2 – Prejudice and discrimination</p> | <p>and LGBTQAI+ community<br/>Y10 – Term 1 - coercive, abusive and controlling relationships<br/>Y10 – Term 1 – Same sex marriage<br/>Y10 – Term 1 – Line between flirting and sexual harassment<br/>Y10 – Term 2 - Upskirting<br/>Y10 – Term 3 – Hate crimes<br/>Y11 – Term 1 – Healthy sexual relationships<br/>Y11 – Term 1 – Sexual boundaries<br/>Y11 – Term 1 – Diversity<br/>Y11 – Term 1 – Gender equality<br/>Y11 – Term 1 – Signs of an unhealthy relationship<br/>Y11 – Term 2 – Marriage<br/>Y11 – Term 2 – Same sex marriage</p> | <p>consideration for others</p> <p>All -Term 1 – Anti bullying week – assembly &amp; hi 5 activities</p> <p>All - Term 3 – Full topic of assemblies and hi 5 activities on Embracing our differences and British Values</p> <p>Y9 – Term 1- CCE workshop with school nurses</p> | <p>P&amp;E- Y8 Identity<br/>Hi- Y9 Holocaust</p> |  |
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| <p>protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</p> | <p>Y8 – Term 2 – Peer pressure<br/>Y8 – Term 2 – Relationships and consent<br/>Y9 – Term 1 – Healthy and unhealthy relationships<br/>Y9 – Domestic violence and abuse<br/>Y9 – Term 2 – Consent and delaying sexual activity<br/>Y9 – Term 3 – Social injustice<br/>Y9 – Term 3 – Gender identity and sexuality<br/>Y9 – Term 3 – LGBTQAI+<br/>Y9 – Term 3 - Homophobia<br/>Y9 - Term 3 - Stalking and sexual harassment<br/>Y9 – Term 3 – Sexting and revenge porn</p> | <p>Y11 – Term 2 – Premarital sex and cohabitation<br/>Y11 – Term 2 – Divorce/ending of relationships<br/>Y11 – Term 2 – Equality gender discrimination</p> |  |  |  |
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|   | Y9 - Term 3 Forced marriage, honour based violence  |  |   |   |  |
| <p><b>Online and media</b></p> <ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>• 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.</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>• What to do and where to get support to report material or manage issues online.</li> <li>• The impact of viewing harmful content.</li> <li>• That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> <li>• How information and data is generated, collected, shared and used online.</li> </ul> | <p>Y7 – Term 2 - Dangers online: offensive images and messages, grooming, digital footprint, privacy, catfishing , scamming, gaming, trolling</p> <p>Y7 – Term 2 - Cyberbullying</p> <p>Y8 – Term 3 – Safety online</p> <p>Y8 – Term 3 – Relationships and consent</p> <p>Y9 – Term 1 – Exploitation and grooming</p> <p>Y9 – Term 3 – Social media</p> <p>Y9 – Term 3 – Sexting and revenge porn</p> <p>Y9 – Term 3 – Dangers of pornography</p> <p>Y9 – Term 3 - Stalking</p> | <p>Y10 – Term 1 - Coercive and controlling behaviour</p> <p>Y10 – Term 2 – Upskirting</p> <p>Y10 – Term 3 – Exploitation and grooming</p> <p>Y10 – Term 3 – Cyber crime</p> <p>Y10 – Term 3 – Online grooming</p> <p>Y11 – Term 1 – Unhealthy relationships</p> <p>Y11 – Term 3 – Toxic influencers and misogyny</p> | <p>All – Term 1 – keeping safe – exploitation, explicit content assembly &amp; hi 5 activities</p> <p>All –Term 2 – whole topic – My life online – internet safety week, device detox</p> | <p>ICT – Y7, 8 &amp; 9</p> <p>P&amp;E- Y9 Media</p> |  |



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| <p><b>Being safe</b></p> <ul style="list-style-type: none"> <li>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.</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> </ul> | <p>Y7- Term 2 - Online safety (grooming)<br/>Y7 – Term 3 – Consent<br/>Y8 – Term 3 – Relationships and consent<br/>Y8 – Term 3 – FGM<br/>Y8 – Term 3 – Safety online<br/>Y9- Term 1 - Healthy v unhealthy relationships<br/>Y9- Term 1 - Domestic violence and abuse<br/>Y9 – Term 1 – Exploitation and grooming<br/>Y9- Term 2 - Consent and delaying sexual activity<br/>Y9 – Term 3 - Marriage (including arranged, forced and honour-based violence)<br/>Y9 - Term 3 - Sexual harassment and stalking</p> | <p>Y10 – Term 1 - coercive, abusive and controlling relationship<br/>Y10 – Term 1 – Line between flirting and sexual harassment<br/>Y10 – Term 2 – Upskirting<br/>Y10 – Term 3 – Exploitation and grooming<br/>Y10 – Term 3 – Online grooming<br/>Y10- Term 3 - Violence and exploitation by gangs<br/>Y11 – Term 1 – Sexual boundaries<br/>Y11 – Term 1 – Unhealthy relationships</p> | <p>Y11 boys &amp; girls single sex – consent assembly</p> |  |  |
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|   | Y9 - Term 3 – Sexting and revenge porn   |   |   |   |  |
| <p><b><u>Intimate and sexual relationships, including sexual health</u></b></p> <ul style="list-style-type: none"> <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>• 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.</li> <li>• The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available.</li> <li>• The facts around pregnancy including miscarriage.</li> <li>• That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options,</li> </ul> | <p>Y7 – Term 3 - Consent</p> <p>Y8- Term 2 - Risky behaviour</p> <p>Y8 – Term 2 – Relationships and consent</p> <p>Y9 – Term 1 – Healthy relationships</p> <p>Y9 – Term 2 – Consent and delaying sexual activity</p> <p>Y9 - Term 2 - Contraception and teenage pregnancy</p> <p>Y9 - Term 2 - STIs</p> <p>Y9 - Term 3 - Pregnancy options</p> <p>Y9 – Term 3 - Abortion and miscarriage</p> | <p>Y10 – Term 1 – Abortion</p> <p>Y10 – Term 1 Contraception (external)</p> <p>Y10 – Term 2 – Alcohol and consent</p> <p>Y11 – Term 1 – Healthy sexual relationships</p> <p>Y11 – Term 1 – Sexual boundaries</p> <p>Y11 – Term 1 - Abortion</p> <p>Y11-Term 2 - Genetic engineering</p> <p>Y11- Term 2 – Fertility and creation of life</p> <p>Y11 – Term 2 - Pregnancy</p> | <p>Y11 boys &amp; girls single sex – consent assembly</p> | <p>Sci- Y7 reproduction</p> <p>P&amp;E- Y9 Abortion</p> <p>Sci- Y9 Health and disease</p> | <p>Sci- Y11 Health and disease</p> <p>P&amp;E - use of alcohol and drugs can lead to risky sexual behaviour.</p> <p>P&amp;E – further advice</p> |





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| <p>including keeping the baby, adoption, abortion and where to get further help).</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour.</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul> |  |   |   |   |   |
| <b>HEALTH EDUCATION:</b>  |  |   |   |   |   |
| <p><b>Mental Wellbeing</b></p> <ul style="list-style-type: none"> <li>• That mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> </ul>                                   | <p>Y7 – Term 1 – Impact of prejudice and discrimination<br/>Y7- Term 2 - Bullying and feelings<br/>Y7 – Term 2 - Cyberbullying<br/>Y8 – Term 2 - Impact of prejudice and discrimination<br/>Y8 – Term 2 – Balanced lifestyle<br/>Y8 – Term 2 – Body image<br/>Y8 – Term 2 – Cosmetic surgery</p> | <p>Y10 – Term 1 - Prejudice and discrimination<br/>Y10- Term 2 – Drugs and mental health<br/>Y10 – Term 3 – Body modifications<br/>Y11 – Term 2 - Coping with exam stress<br/>Y11 – Term 2 - Resilience<br/>Y11 – Term 2 - Growth mindset</p> | <p>All – weekly – wellbeing<br/>Wednesday activity in sept time</p> | <p>P&amp;E- Y8 Nature of a person<br/>PE- KS3 Practical lessons<br/>P&amp;E- Y8 Nature of a person<br/>Wellbeing checks</p> | <p>PE- KS4 Practical lessons<br/>PE- Y11 Body system, benefits of exercise<br/>Wellbeing checks</p> |



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| <ul style="list-style-type: none"> <li>• The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>• It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul> | <p>Y8- Term 2 - Mental wellbeing<br/>Y8 -Term 2 - Sleep<br/>Y9- Term 2 - Resilience and emotional wellbeing<br/>Y9- Term 2 - Happiness<br/>Y9 – Term 2 - Recognising mental ill health and when to help<br/>Y9 – Term 2 – Anxiety and depression<br/>Y9 - Term 2 - Reframing negative thoughts<br/>Y9 - Term 2 - Mindfulness</p> | <p>Y11 – Term 2 - Emotional wellbeing through life</p>       |  |  |  |
| <p><b><u>Internet safety and harms</u></b></p> <ul style="list-style-type: none"> <li>• That for most people the internet is an integral part of life and has many benefits.</li> </ul>   | <p>Y7- Term 2 - Online safety (grooming etc)<br/>Y7 – Term 2 - Cyber bullying</p>  | <p>Y10 – Term 1 – Coercion<br/>Y10 – Term 2 – Upskirting</p> | <p>All – Term 2 – Internet safety week- focus in assembly &amp; hi 5s all week</p> |  |  |



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| <ul style="list-style-type: none"> <li>• About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>• How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• Why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>• How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• Where and how to report concerns and get support with issues online.</li> </ul> | <p>Y8 – Term 2 – Gaming, screen time, sleep deprivation<br/> Y8 – Term 3 – Safety online<br/> Y8 – Radicalisation and extremism<br/> Y8 – Term 3 - Gambling<br/> Y9 – Term 2 - Is social media bad for you?<br/> Y9 – Term 2 – Radical views<br/> Y9 - Term 3 - Revenge porn<br/> Y9 – Term 3 - Sexting</p> | <p>Y10 – Term 2 – Financial risks<br/> Y10 – Term 3 - Cyber Crime<br/> Y10 – Term 3 - Radicalisation<br/> Y10 – Term 3 – Exploitation and grooming<br/> Y11 – Term 1 – Healthy and unhealthy relationships<br/> Y11 – Term 3 – Incel culture</p> | <p>All – term 2 – theme – My Life online</p> |  |  |
| <p><b><u>Physical health and fitness</u></b></p> <ul style="list-style-type: none"> <li>• The characteristics and mental and physical benefits of an active lifestyle.</li> <li>• The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to</li> </ul>   | <p>Y8- Term 2 - Exercise<br/> Y8 – Term 2 Mental wellbeing<br/> Y9 - Term 2 – Responsible health choices<br/> Y9 - Term 2 – Happiness</p>   | <p>Y11 – Term 2 - Coping with exam stress</p>  |  | <p>PE- KS3 Practical lessons<br/> Sci- Y8 Diet and disease<br/> Sci- Y9 Health and disease<br/> Wellbeing checks</p> | <p>PE- KS4 Practical lessons<br/> PE- Y11 Body systems<br/> PE- Y10 Nutrition<br/> Sci- Y11 Health and disease<br/> Wellbeing checks</p> |



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| <p>school, a daily active mile or other forms of regular, vigorous exercise.</p> <ul style="list-style-type: none"> <li>• The risks associated with an inactive lifestyle (including obesity).</li> <li>• How and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>   | <p>Y9 - Term 2 – Reframing negative thoughts<br/>Y9 - Term 2 – Mindfulness</p>  |  |  |   |   |
| <p><b>Healthy eating</b></p> <ul style="list-style-type: none"> <li>• What constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• The principles of planning and preparing a range of healthy meals.</li> <li>• The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul> | <p>Y7- Term 2 – Tooth decay<br/>Y8- Term 2 - Healthy eating<br/><br/>Y7 – Durham County Council Energy drinks (external)</p>  | <p>Y10 - Term 1 - Alcohol awareness</p>  |  | <p>Y7, 8 and 9- Healthy eating practical sessions<br/>MFL- Food and Drink<br/>Sci- Y8 Diet<br/>Sci- Y9 Health and disease</p> | <p>PE- Y10 Nutrition, diet plan<br/>Sci- Y11 Health and disease</p> |
| <p><b>Drugs, alcohol and tobacco</b></p> <ul style="list-style-type: none"> <li>• The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>  | <p>Y8 - Term 3 – Risky behaviour: Drugs and alcohol<br/>Y9 – Term 1 – Exploitation<br/><br/>Y8 – Durham County Council Alcohol Awareness (external)<br/>Y9 – Durham County Council Drug and</p> | <p>Y10 – Term 1 – Legalisation of drugs<br/>Y10 - Term 2 - Smoking &amp; vaping<br/>Y10 – Term 2 - Alcohol &amp; binge drinking<br/>Y10 – Term 2 – Drugs and alcohol and the law<br/><br/>Y8 – Durham County Council Nitrous</p> |  | <p>Sci- Y9 Health and disease</p>   | <p>Sci- Y11 Health and disease</p>                                  |



|   | Alcohol Awareness<br>(external)   | Oxide and Cannabis<br>Awareness<br>(external)   |  |  |   |
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| <p><b><u>Health and prevention</u></b></p> <ul style="list-style-type: none"> <li>• How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• The facts and science relating to allergies, immunisation and vaccination.</li> </ul> | <p>Y7 - Term 2 - Personal hygiene<br/>Y7 – Term 2 – Tooth decay<br/>Y8 - Term 2 - Body image<br/>Y8 - Term 2 - Sleep deprivation<br/>Y9 - Term 2 - Vaccinations, organ donation and stem cells<br/>Y9 – Term 2 - First aid and allergies<br/>Y9 – Term 2 – Basic life support<br/>Y9 - Term 2 - Cancer awareness and self-examination</p> |   |  | <p>Sci- Y9<br/>Electromagnetic spectrum<br/>Sci- Y9 Health and disease</p> | <p>Sci- Y11<br/>Electromagnetic spectrum<br/>PE- Y11 reducing sports injuries<br/>Sci- Y11 Health and disease</p> |
| <p><b><u>Basic first aid</u></b></p> <ul style="list-style-type: none"> <li>• How to make a clear and efficient call to emergency services if necessary.</li> <li>• Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>  | <p>Y7 – Term 2 – First aid: bleeding<br/>Y8 – Term 2 – First aid: asthma and allergies<br/>Y9 – Term 2 - First aid: choking and head injuries</p>   | <p>Y10 – Term 2 - First aid: Bleeding and shock and chest pain<br/>Y11 – Term 2 - First aid: Choking and bone muscle and joint injuries</p> |  |  | <p>PE- Y11 reducing sports injury</p>   |



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|  | Y9 – Term 2 - Life saving skills (CPR, defibrillators)                       |  |  |                      |   |
| <b><u>Changing adolescent body</u></b> <ul style="list-style-type: none"><li>• Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li><li>• About menstrual wellbeing including the key facts about the menstrual cycle.</li></ul> | Y7- Term 2 -<br>Changing adolescent body – puberty, menstruation and hygiene |  |  | Sci- Y7 reproduction | Sci- Y10/11 Animal co-ordination, control & homeostasis |