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 RSE 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 RSE policy can be found here: http://www.shottonhallacademy.co.uk/_filecache/d8f/dd7/7830-nelt-sre-policy-secondary.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 RSE 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 RSE provision meets the requirements outlined in the Statutory Requirements (2020)

	RSHE KS3:	RSHE KS4:	Sept programme:	Curriculum areas KS3:	Curriculum areas KS4:
RELATIONSHIPS AND SEX EDUCATION:					
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 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. • Why marriage is 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: 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.	Y7- Term 2 Online safety (grooming) Y9 – Term 2 – Is marriage important? Y9 – Term 3 – Healthy relationships Y9- Term 3- Forced marriage, honour based violence Y9- Term 3 – Parenting Y9 - Term 3 - Stalking and harassment	Y10 – Term 1 - Marriage and the Family Y10 – Term 2 – Respectful relationships Y10 Term 2 Being safe (including online)	Being safe (including online) Role of the family Upbringing Forced Marriage Healthy relationships	MFL- Y7 Talking about family	
Respectful relationships, including friendships • The characteristics of positive and healthy friendships (in all contexts, including online)	Y7 – Term 1 Rules Y7- Term 1 Racism Y7- Term 1 Equality	Y10 – Term 1 Marriage rights	Gender identity Sexuality Disability	MFL- Adjectives to describe friends PE- KS3 Team work	PE- KS4 Team work

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.	Y7- Term 1 Disabilism	Y10- Term 1 Divorce/end of relationships	Bullying	P&E- Y8 Identity	
	Y7- Term 1 Homophobia	Y10 Term 1 Equality	Peer pressure	Hi- Y9 Holocaust	
• Practical steps they can take in a range of different contexts to improve or support respectful relationships.	Y7- Term 1 Stereotypes	Y10- Term 2 Respectful relationships	Different 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).	Y7- Term 1 Community cohesion	Y10 – Term 2 Being safe (including online)	Healthy relationships		
	Y7- Term 2 Friendships	Y10- Term 3 Hate crime	Unhealthy relationships		
	Y7- Term 2 Bullying	Y10 – Term 3 Acid attacks	Safe touch/consent		
	Y7 Term 2 Cyber bullying				
• 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.	Y8- Term 1 Men's work, women's work				
	Y9 - Term 2 Social Injustice				
	Y9 – Term 3 Consent				
• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.	Y9- Term 3 Healthy v unhealthy relationships				
	Y9 – Term 2 Gender identity				
• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.	Y9 – Term 3 LGBTQ				
	Y9 – Term 3 Homophobia				
• What constitutes sexual harassment and sexual violence and why these are always unacceptable.	Y9- Term 3 Stalking and sexual harassment				
	Y9 – Term 3 Consent				
• The legal rights and responsibilities regarding equality (particularly with reference to the	Y9 – Term 3 Rape				

protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.	Y9- Term 3 Forced marriage, honour based violence Y9 – Term 3 Domestic violence and abuse				
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 behaviours, can damage the way people see 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)	Y7- Term 2 Cyberbullying Y7- Term 2 Online safety (grooming) Y9- Term 3 Revenge porn Y9- Term 3 Indecent images Y7- Term 2 CSE Y9 – Term 2 Is social media bad for you? Y9- Term 3 Pornography Y9- Term 3 Sexting	Y10 – Term 2 Being safe (including online) Y10- Term 3 Gambling Y10 – Term 3 Cyber Crime	CSE & Exploitation Grooming Mental health online Digital romance Digital footprint How safe are your apps Online gambling Pornography	ICT – Y7, 8 & 9 P&E- Y9 Media	

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).	Y7- Term 2 Online safety (grooming) Y9- Term 3 Healthy v unhealthy relationships Y9- Term 3 Domestic violence Y9- Term 3 Rape Y9- Term 3 Consent Y9- Term 3 Sexual harassment and stalking Y9- Term 3 Forced marriage, honour-based violence Y9- Term 3 Revenge porn Y9- Term 3 Upskirting Y9- Term 3 Indecent images	Y10 – Term 2 Being safe (including online) Y10- Term 3 Violence and exploitation by gangs Y10 – Term 3 Acid attacks	CSE & exploitation Grooming FGM Unhealthy relationships Risky behaviour Safe touch /consent Forced marriage Personal safety Gangs		
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	Y8- Term 3 Drugs and alcohol – Risky behaviour Y9- Term 2 Abortion and miscarriage	Y10 – Term 1 Contraception Y10- Term 2 Respectful relationships	Risky behaviour Fertility What does it mean to be a teenager in the 21st century? Peer pressure	Sci- Y7 reproduction P&E- Y9 Abortion Sci- Y9 Health and disease	Sci- Y11 Health and disease P&E - use of alcohol and drugs can lead to risky sexual behaviour.

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 and menopause. • 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.	Y9- Term 3 Consent and delaying sexual activity Y9- Term 3 Healthy relationships Y9- Term 3 Contraception and teenage pregnancy Y9- Term 3 STIs Y9- Term 3 Consent Y9- Term 3 Risky behaviour Y9 – Term 3 Peer pressure Y9 – Term 3 Teenage pregnancy	Y10 – Term 2 Being safe (including online) Y11-Term 1 Genetic engineering Y11- Term 1 IVF Y11 – Term 1 Abortion			P&E – further advice

- 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:					
Mental Wellbeing - That mental wellbeing is a normal part of daily life, in the same way as physical health. - 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. 33 - 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. - How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. - The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. - Simple self-care techniques, including the importance of rest, time spent with friends	Y7- Term 2 Bullying and feelings Y7 – Term 2 Cyberbullying Y7 – Term 2 What is mental health? Y8- Term 3 Mental wellbeing Y8 -Term 3 Exercise Y9- Term 1 Emotional wellbeing Y9- Term 1 Happiness Y9- Term 1 Reframing negative thoughts Y9- Term 1 Mindfulness Y9- Term 1 Resilience and emotional wellbeing	Y11 – Term 1 Coping with exam stress Y11 – Term 1 Resilience Y11 – Term 1 Growth mindset Y11 – Term 1 Emotional wellbeing through life	Community cohesion Mental health Happiness Celebrating you Body and mind Mental health online Feelings and emotions Kindness Bullying	P&E- Y8 Nature of a person PE- KS3 Practical lessons P&E- Y8 Nature of a person Wellbeing checks	PE- KS4 Practical lessons PE- Y11 Body system, benefits of exercise Wellbeing checks

and family and the benefits of hobbies and interests. • Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • 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). • 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.	Y9- Term 1 Early signs of mental wellbeing concerns including self-harm Y9- Term 1 Anxiety and depression				
Internet safety and harms • That for most people the internet is an integral part of life and has many benefits. • 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. • How to consider the effect of their online actions on others and know how to recognise	Y7- Term 2 Online safety (grooming) Y7- Term 2 CSE Y7 – Term 2 Cyber bullying Y8 – Term 3 Screen time, sleep deprivation Y9 – Term 2 Is social media bad for you?	Y10 – Term 2 Being safe (including online) Y10 – Term 3 Cyber Crime	Mental health online Digital footprint How safe are your apps Screen time		

and display respectful behaviour online and the importance of keeping personal information private. • Why social media, some computer games and online gaming, for example, are age restricted. • 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. • How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • Where and how to report concerns and get support with issues online.	Y9- Term 3 Revenge porn Y9 – Term 3 Indecent images				
Physical health and fitness • The characteristics and mental and physical benefits of an active lifestyle. • The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • The risks associated with an inactive lifestyle (including obesity). • How and when to seek support including which adults to speak to in school if they are worried about their health.	Y7 – Term 2 What is mental health? Y8- Term 3 Exercise Y8- Term 3 Healthy eating Y9- Term 2 Mental health		Exercise Healthy eating	PE- KS3 Practical lessons Sci- Y8 Diet and disease Sci- Y9 Health and disease Wellbeing checks	PE- KS4 Practical lessons PE- Y11 Body systems PE- Y10 Nutrition Sci- Y11 Health and disease Wellbeing checks

Topic					
Healthy eating • What constitutes a healthy diet (including understanding calories and other nutritional content). • The principles of planning and preparing a range of healthy meals. • 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).	Y7- Term 2 Personal hygiene Y8- Term 3 Healthy eating	Y10- Term 1 Alcohol awareness	Healthy eating Dental health Personal hygiene	Y7, 8 and 9- Healthy eating practical sessions MFL- Food and Drink Sci- Y8 Diet Sci- Y9 Health and disease	PE- Y10 Nutrition, diet plan Sci- Y11 Health and disease
Drugs, alcohol and tobacco • The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	Y8- Term 3 Drugs and alcohol	Y10 - Term 1 Smoking & vaping Y10 – Term 1 Alcohol & binge drinking Y10 – Term 1 Should all drugs be banned? Y10 – Term 1 Drugs and the law	Risky behaviour	Sci- Y9 Health and disease	Sci- Y11 Health and disease
Health and prevention • How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.	Y7- Term 2 Personal hygiene Y8- Term 3 Body image Y8- Term 3 Sleep deprivation Y9- Term 2 Vaccinations, organ donation and stem cells		Dental hygiene Personal hygiene Exposure to sun Importance of sleep Vaccinations Self examination Cervical screening and prostate examination	Sci- Y9 Electromagnetic spectrum Sci- Y9 Health and disease	Sci- Y11 Electromagnetic spectrum PE- Y11 reducing sports injuries Sci- Y11 Health and disease

• About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • The facts and science relating to allergies, immunisation and vaccination.	Y9- Term 2 Anti-vaxers Y9 – Term 2 First aid allergies Y9- Term 2 Medical screening				
Basic first aid • How to make a clear and efficient call to emergency services if necessary. • Concepts of basic first-aid, for example dealing with common injuries, including head injuries.	Y9- HT2 First aid Y9- HT2 Life saving skills (CPR, defibrillators)				PE- Y11 reducing sports injury
Changing adolescent body • Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • About menstrual wellbeing including the key facts about the menstrual cycle.	Y7- Term 2 Changing adolescent body – puberty, menstruation and hygiene		We're going through changes Menstrual cycle	Sci- Y7 reproduction	Sci- Y10/11 Animal co-ordination, control & homeostasis