Subject: Relationships and Sex Education (RSE) and Health Education

Subject leader: Mrs A. Bell

Curriculum intent

What is statutory?

The Relationships Education, Relationships and Sex Education and Health Education Regulations 2019 require all schools from September 2020 to deliver Relationships and Sex Education in secondary schools. Health education is compulsory.

What are our aims?

Our aim is for pupils to learn to respect the views, needs and rights of others, including people of different ages, genders and cultures to themselves.

We wish to develop and improve the health and emotional wellbeing of all of our pupils.

We want to give our students the skills necessary to keep them safe, including keeping them safe in an ever-changing virtual world.

Our curriculum aims to develop the knowledge, understanding, language and skills and strategies in our students needed to make positive life choices, both now and in the future.

Through our PDC programme, the SMSC which is present across the curriculum, our assembly programme and pastoral support programme we aim to achieve high standards of personal behaviour, including a caring attitude towards other people and an appreciation of the diversity and richness of other cultures.

Curriculum implementation

Course content

RSE is built upon a spiral curriculum. This means there is an iterative revisiting of topics or themes throughout the course. A spiral curriculum is not a repetition of a topic taught; instead it is extending knowledge and deepening understanding with each encounter building on the previous one.

RSE is taught by Form Tutors during a weekly PDC lesson. Consequently, elements of RSE are combined with more general Personal Development and Citizenship themes.

In addition to this, events are organised to support learning.

Our curriculum is built around the needs of our pupils; hence, some themes are revisited in our spiral curriculum more than others. The outline below also takes into account the whole school calendar. Therefore, each theme doesn't always fit neatly into a termly block.

Our RSE programme must be inclusive to all pupils. To do this effectively we take a positive approach, promote positive social norms, avoid shock, fear or shame and protect pupils who may have higher vulnerability. All units of work include signposting for further help and support.

Year 7	Term 1	What is PDC? • Appreciation of the value of PDC; awareness of the knowledge, awareness, appreciation and skills that it develops and how it helps students in the future Establishing Good Habits • Communication, research, organisation Challenging Stereotypes • Using case studies to understand the values of equality, diversity and inclusion Skills Builder – Listening
	Term 2	Communication • Understanding the power of different communication mediums, including social media Making Decisions • Considering the impact of our decisions on others; minimising risk in our decision-making Health and wellbeing - Mental Health • Understanding what we mean by mental health; learning different ways to look after our mental health
	Term 3	Types of relationships • Reflecting on the different types of friendship that we might have; being able to identify dominator-type friends; understanding the characteristics of positive and negative relationships Groups relationships • Understanding how a group of friends can include different characters; understanding what is meant by 'conforming'; reflecting on their own behaviour in a group setting Bullying • Understanding the difference between teasing and bullying; awareness of the impact of bullying; understanding what is meant by peer pressure and empathy; considering situations from other perspectives Abusive relationships

		• Knowledge of the different forms of abusive relationship; awareness that they can happen to anyone; signposting Skills Builder – Speaking
	Term 4	Privacy and Body Space • Understanding what is meant by personal space; learning what it meant by consent and why it is important Online behaviour / sexting • Learning how to develop and maintain healthy relationships online; knowledge of how to deal with risky or negative online relationships, including online bullying and abuse Skills builder – Speaking
	Term 5	Careers topic (refer to the Career curriculum overview and content)
	Term 6	Health and wellbeing - Puberty and myth busting • Learning how to manage growth and change as normal parts of growing up, including puberty and the physical and emotional changes of adolescence Health and wellbeing - Skin • Learning the difference between healthy and unhealthy skin, including the factors which affect skin Health and wellbeing - Eating well • Recognising what influences their choices about diet and exercise; revising what is meant by a balanced diet and the different types of exercise

Year 8	Term 1	Careers lessons (refer to the Career curriculum overview and content) Challenging Stereotypes – refresher lessons • Using case studies to understand the values of equality, diversity and inclusion Skills Builder – Listening
	Term 2	Health and wellbeing - caffeine

		• Learning about the impact of caffeine, looking at energy drinks using case studies. Health and wellbeing - cigarettes and vaping • Learning about the impact of nicotine; short term and long term effects of vaping Health and wellbeing - alcohol • What are units? What are attitudes to alcohol amongst young people? The short term and long term effects of alcohol and alcohol dependency
	Term 3	Citizenship topic (refer to the Citizenship curriculum overview and content)
	Term 4	Citizenship topic (refer to the Citizenship curriculum overview and content)
	Term 5	Coercive relationships • Red flags for what a controlling relationship is; signposting; case studies Health and wellbeing - Body image and eating disorders • Understanding what is meant by body image; analysis of what contributes to our idea of a positive body image; impact of how body ideals are portrayed in the media; body dysmorphia Health and wellbeing - The Sleep Factor • Why sleep is important; sleep health
	Term 6	Health and wellbeing - Self Esteem • Recognising your own strengths and how this affects confidence and self-esteem. Health and wellbeing - Shyness and making mistakes • Learning how to accept helpful feedback or rejecting unfair criticism; considering how this impacts on self esteem Family relationships • Knowledge of the different types of relationship: marriage, civil partnership, and other long-term relationships; the roles and responsibilities of parents, carers and children in families. Health and wellbeing - The Sex Lesson • Learning about infections which can be spread through sexual activity; learning about barrier contraceptives Health and wellbeing - Sexting

		• Revising the law on sexting; revisiting what we know about how to develop and maintain healthy relationships in an online context.

Year 9	Term 1	Citizenship topic (refer to the Citizenship curriculum overview and content) Challenging Stereotypes – refresher lessons • Using case studies to understand the values of equality, diversity and inclusion
	Term 2	CSE: Chelsea's Story • Understanding different types of exploitation; exploring Chelsea's Story; the impact of CSE; revision of sending nudes and the law • Considering different levels of intimacy and consequences; understanding consent and coercion; revisiting the law on consent
	Term 3	Careers topic (refer to the Careers curriculum overview and content)
	Term 4	Careers topic (refer to the Careers curriculum overview and content)
	Term 5	Health and wellbeing - Making choices: drugs, alcohol and vaping • Awareness of the impact of alcohol, binge drinking, and illegal drugs; saying no and peer pressure. • To learn about the effects of e-cigarettes; to reflect on how they are marketed; peer pressure and saying no.
	Term 6	LGBTQ • Understanding terminology; the gingerbread person to explore gender identity; signposting Homophobia • The power of words; challenging homophobia; the impact of bullying

Year 10	Term 1	Work Experience launch (refer to the Careers curriculum overview and content)

		Challenging Stereotypes – refresher lessons • Using case studies to understand the values of equality, diversity and inclusion
	Term 2	Money topic (refer to the Careers and/or Citizenship curriculums overview and content) Religious Studies topic (refer to Core RE and Citizenship curriculums overview and content)
	Term 3	Citizenship topic (refer to Core RE and Citizenship curriculums overview and content)
	Term 4	Health and wellbeing - mental health • Recognising the characteristics of emotional and mental health; learning the differences between stress, anxiety and depression • Learning strategies for managing mental health • Learning strategies to manage strong emotions and feelings • Signposting where to go for help
	Term 5	Health and wellbeing - Alcohol • Considering the long term and short term consequences of drinking alcohol for individuals, families and communities • To understand the terms dependence and addiction in relation to alcohol abuse • Learning about the law and alcohol
	Term 6	Work Experience preparation and follow-up (refer to the Careers curriculum overview and content)

Year 11	Term 1	Challenging Stereotypes – refresher lessons • Using case studies to understand the values of equality, diversity and inclusion CEIAG topic (refer to the Careers curriculum overview and content)
	Term 2	CEIAG topic (refer to the Careers curriculum overview and content)
	Term 3	Health and wellbeing – drugs • Revisiting prior learning on illegal drugs; their long term and short term physical and personal impacts; peer pressure; saying no.

	Term 4	Religious Studies topic (refer to Core RE and Citizenship curriculums overview and content)
	Term 5	Citizenship topic (refer to Core RE and Citizenship curriculums overview and content)

Year 12	Term 1	Being motivated and getting involved • Sixth Form routines; leadership opportunities Challenging Stereotypes – refresher lessons • Using case studies to understand the values of equality, diversity and inclusion Health and wellbeing - Dealing with stress • What is stress? Identifying when stressful times may occur; self help; signposting Online safety • Refresher lesson on online safety; awareness of the impact of digital footprints to future choices
	Term 2	Diversity, equality and inclusion • The power of words; 'my new neighbours' • The reptilian brain; the impact of the media • Far right extremism; James' story • Tackling homophobia and misogyny
	Term 3	Health and wellbeing – drinking • Revisiting prior learning on alcohol units and impact of alcohol; the dangers of spiking; advice and signposting Health and wellbeing – drugs • Statistics; delving deeper into cannabis and vaping
	Term 4	CEIAG topic (refer to the Careers curriculum overview and content)
	Term 5	CEIAG topic (refer to the Careers curriculum overview and content)
	Term 6	CEIAG topic on economic wellbeing (refer to the Careers curriculum overview and content)

Year 13	Term 1	Challenging Stereotypes – refresher lessons • Using case studies to understand the values of equality, diversity and inclusion Media literacy and digital resilience • Learning about our digital footprint; considering the positives and negatives of social media • Learning how to become digitally resilient.
	Term 2	Healthy relationships • What do we mean by respect? How can we change relationships to make them healthy? Relationship abuse • Identifying controlling relationships; understanding what is meant by coercion; love bombing, gaslighting; signposting Consent • What is apparent consent? Revising the law on consent; using case studies to deepen understanding
	Term 3	Health and wellbeing – drinking • Revisiting prior learning on alcohol units and impact of alcohol; the dangers of spiking; advice and signposting Health and wellbeing – drugs • Statistics; delving deeper into cannabis and vaping
	Term 4	CEIAG topic on economic wellbeing (refer to the Careers curriculum overview and content)
	Term 5	Study skills

Assessment

Due to the nature of RSE, students work is not formally marked

Assessment in PSHE should not be about levels and grades, passing or failing. Grading a person on their personal attributes, for example, would undermine a lesson where they are encouraged to explore and take risks in discussion. PSHE Association

Peer assessment and self-assessment is used regularly in PDC lessons. In addition, students have a review sheet in which they write reflections and action points at the end of each sub-topic.

We use Student Voice as a way of gaining feedback on our curriculum and the events that we run.

Curriculum impact

The impact of our RSE curriculum will be seen through our students being physically, emotionally and social healthy young people; equipped to live healthy, safe, productive and responsible lives.

They will avoid risky behaviour and thereby be able to keep themselves, and others, safe.

They will call out any stereotyping, prejudiced attitudes or discrimination they see and respect and value diversity in our school, our community and the wider world.

They will know what positive relationships look like; and have the self-respect to only have those relationships with others.

They will have fewer barriers to learning, such as low self-esteem, stress, poor sleep health, and as such their academic attainment will be enhanced.