

SUBJECT:	RSHE	YEAR GROUP:	7
PURPOSE OF STUDY			
<p>RSHE should provide clear progression from what is taught in primary school in Relationships Education. Teachers should build on the foundation of Relationships Education and, as pupils grow up, at the appropriate time extend teaching to include intimate relationships. Alongside being taught about intimate relationships, pupils should also be taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult. This teaching should enable pupils to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful. Pupils should be well informed about the full range of perspectives and, within the law, should be well equipped to make decisions for themselves about how to live their own lives, whilst respecting the right of others to make their own decisions and hold their own beliefs. Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, should also be addressed sensitively and clearly. Additionally, it should address the physical and emotional damage caused by female genital mutilation (FGM). Internet safety should also be addressed. Pupils should be taught the rules and principles for keeping safe online. This will include how to recognise risks, harmful content and contact, and how and to whom to report issues.</p>			
THE NATIONAL CURRICULUM FOR RSHE AIMS TO ENSURE THAT ALL PUPILS:		NATIONAL CURRICULUM LINKS	
<p>The aim of RSHE is to ensure pupils know:</p> <ul style="list-style-type: none"> • 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. • why marriage is an important relationship choice for many couples and why it must be freely entered into. • 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. 		<p>English: Speaking and listening; Retrieving relevant information. Science: Healthy lifestyle; Reproduction IT: Staying safe online; Using technology. Citizenship: Human rights; Policing; Law</p>	

- 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.
- 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
- 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.
- 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.
- 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.

TOPICS COVERED:

- Self-awareness
- Managing feelings
- Changing and growing
- Healthy lifestyle
- Self-care, support and safety
- The world I live in

RSHE EXPECTATIONS FOR END OF KS3:

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 its 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 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)
 - 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, the management of conflict and 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 that, 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 cyber-bullying), the impact of bullying, responsibilities of bystanders to report bullying 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 wouldn't 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) 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 female genital mutilation, 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, 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 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, including HIV/AIDs are transmitted, how risk can be reduced through safer sex (including 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 and advice and treatment.

INTENT OF SUBJECT:

In year 7 RSHE pupils will be building on what they have learnt at KS2 and will explore themselves, relationships and the world beyond school. By doing this, pupils will learn the skills and knowledge needed to progress, and manage, the changes that occur the stages of life both in school and into life after school. Within RSHE, Pupils will develop an awareness of their own rights and responsibilities within society as well as learning about the British Values and the parliament and government within the UK. Pupils will develop skills to identify their own goals and goals they can work towards as part of a group, identifying their own motivations and how to achieve these. Pupils will develop an understanding of disabilities, bullying and inclusion, reflecting on historical events and their own lives, taking steps to ensure they are inclusive towards others. Pupils will develop more awareness of their own and other people's feelings, with links to mental health, and identify ways they can support their own and other people's mental health. Pupils will develop an understanding of healthy lifestyles and the importance of this, including developing awareness of the effects of substances. Pupils will develop understanding of relationships through learning about healthy relationships, loss and grief. Pupils will also develop understanding of body image, the influences that can affect this, their own view of themselves and how things seen online are not always reality. Pupils will reflect on changes that occur throughout life and things about their own feelings, experiences and plans for their lives.

SKILLS OVERVIEW BY HALF TERM:

AUTUMN ONE

- Understanding personal strengths
- To understand emotional vocabulary
- Identify and understand subject specific language.
- Describe different types of bullying, pressure and discrimination.
- Understand how to support ourselves and others.
- Use communication skills.

AUTUMN TWO

- Identify types of health
- Describe self-care.
- Understand and explain emotional vocabulary.
- Understand risks and how to deal with them.
- Know how to deal with emergency situations.
- Identify types of behaviour
- Use communication skills

SPRING ONE

SPRING TWO

<ul style="list-style-type: none"> • Know how to self-reflect. • Understand and explain emotional vocabulary. • Use emotional vocabulary to describe. • Know relationship types. • Demonstrate appropriate use of subject specific vocabulary. • Use communication skills 	<ul style="list-style-type: none"> • Identify stages of change • Use communication skills. • Identify and explain differences. • Know how to stay safe. • Recognise and put into context subject specific knowledge
SUMMER ONE	SUMMER TWO
<ul style="list-style-type: none"> • Identify healthy lifestyles. • Understand and explain subject specific terminology. • Explain positive benefits. • Describe differences. • Identify risks. • Use communication skills 	<ul style="list-style-type: none"> • Describe similarities and differences. • Know how to stay safe. • Understand social responsibility. • Recognise and explain subject specific vocabulary. • Describe consequences. • Use communication skills