

SUBJECT:	RSHE	YEAR GROUP:	8
PURPOSE OF STUDY			
<p>Pupils build on the knowledge and understanding, skills, attributes, and values they have acquired and developed during the primary phase. RSHE education acknowledges and addresses the changes that young people experience, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Students learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media.</p> <p>Content will be delivered through the core themes of Health and Wellbeing, Relationships and Living in the wider World.</p>			
THE NATIONAL CURRICULUM FOR RSHE AIMS TO ENSURE THAT ALL PUPILS:		NATIONAL CURRICULUM LINKS	
<ul style="list-style-type: none"> • Self-concept and Healthy Lifestyles. • Focussing on how we are all unique and identifying what effects our well-being. Recognising key features that may impact our well being such as social media. • Recognising what a healthy lifestyle is and what we can do to ensure we make the right choices to support our lifestyle. Recognising the impact too much social media / online time can have and the importance of a balanced diet. • Understanding positive relationships amongst family and friends and looking at how feelings can result in intimate relationships. • Children will learn about diversity and the similarities and differences amongst society – this can be linked to racism and how this comes about. • Consent will be taught focussing on when consent is important and linking to relationships. • Parenthood and pregnancy – identifying the safety links and consent / age appropriate • Identifying skills of each other and reviewing strengths, skills and qualities. Begin to look at targets and what these might look like linking to employment opportunities. • Link to today’s society on the financial difficulties there are and learning how to manage risk linked to financial decisions made by young people. 		<p>PE – understanding how to maintain a healthy lifestyle</p> <p>Citizenship – understanding the media and how it can be used both negatively and positively.</p> <p>Science – understanding how the reproductive system works in humans</p>	

Recognising how we can be exploited financially and what we would need to do.

- Media links and how there are risks online.

TOPICS COVERED:

- Self concept
- Mental and emotional health and wellbeing
- Healthy lifestyles
- Positive relationships
- Consent
- Learning skills
- Contraception and parenthood
- Bullying, abuse and discrimination
- Relationship values
- Forming and maintaining respectful relationships
- Employment rights and responsibilities
- Choices and pathways
- Work and career
- Financial choices
- Media, literacy and digital resilience

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:

To ensure that students are aware of how to approach their health and wellbeing, relationships including consent and understand how to live in the wider world including job opportunities and financial choices.

SKILLS OVERVIEW BY HALF TERM:

AUTUMN ONE	AUTUMN TWO
<ul style="list-style-type: none"> • To understand how to explore your own personal strengths • To understand the impact the media and social media can have on our mental wellbeing • To understand resilience and how we build resilience • To identify influences that can affect mental wellbeing and health such as drugs and alcohol • To express feelings of safety and understand what safety looks like • To understand self-esteem and how this can be developed • To understand the feeling of empathy and how this can be used within everyday life 	<ul style="list-style-type: none"> • The importance of being healthy and risks of not living a healthy lifestyle • To understand how we have to look after our lives • To understand how we can stay healthy in life • To understand the importance of health • To understand how the media can impact on our health • The importance of being healthy and risks of not living a healthy lifestyle • To understand how we have to look after our lives • To understand how we can stay healthy in life • To understand the importance of health • To understand how the media can impact on our health
SPRING ONE	SPRING TWO
<ul style="list-style-type: none"> • To understand the importance of positive relationships • To understand the signs to be aware of relationships that might not be positive • To understand the importance of different relationships that people might have in life • Students will understand the signs they need to be aware of for unhealthy relationships • Students will understand what a positive relationship looks like • Students will be aware of the values of a positive relationship • Students will understand the factors that can influence a relationship such as alcohol and drug misuse, abuse and trauma • Students will understand the importance of trust in relationships 	<ul style="list-style-type: none"> • To understand consent • To know the signs of sexual readiness • To know what contraception is • To know the risks of not using contraception • To know the roles and responsibilities of parents and carers • Recognise signs of abusive relationships • Understand the dangers around prejudice and discrimination • To understand social influence and the impact this can have
SUMMER ONE	SUMMER TWO
<ul style="list-style-type: none"> • To understand how to research effectively. • To review interests, strengths, skills and qualities • To understand employability • To understand the different routes in work • To recognise and challenge stereotypes and family expectations • To understand young people's employment rights and responsibility 	<ul style="list-style-type: none"> • To understand the risk of financial decisions • To evaluate the social and moral dilemmas about the use of money • To understand financial exploitation • To understand how to establish personal values • To understand the importance of having clear boundaries

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| | <ul style="list-style-type: none">• To understand the importance of seeking a variety of perspective and opinions• To understand the importance of seeking opportunities• To understand the risks of how people present themselves online |
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