

<b>SUBJECT:</b>	<b>RSHE</b>	<b>YEAR GROUP:</b>	<b>9</b>
<b>PURPOSE OF STUDY</b>			
<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>			
<b>THE NATIONAL CURRICULUM FOR ART AND DESIGN AIMS TO ENSURE THAT ALL PUPILS:</b>		<b>NATIONAL CURRICULUM LINKS</b>	
<p>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 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 pupils 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.</p>		<p>Cross Curricular Links:</p> <p>IT: Researching</p> <p>English: Using a dictionary to find the meaning of new words.</p> <p>Biology: Links to contraception, how it works, pregnancy.</p>	
<b>TOPICS COVERED:</b>			
<ul style="list-style-type: none"> <li>• Health and Wellbeing</li> <li>• Relationships</li> <li>• Living in the Wider World</li> </ul>			
<b>RSHE EXPECTATIONS FOR END OF KS3:</b>			
<b>Families</b>			
<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships.</li> </ul>			

- 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:**

Pupils will understand human sexuality and to respect themselves and others. They will develop skills to be mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. Effective RSHE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the

appropriate time. Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life. This should be delivered in a non-judgemental, factual way and allow scope for young people to ask questions in a safe environment. Many teachers use approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion and using question boxes to allow pupils to raise issues anonymously. Pupils should be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. All pupils should feel that the content is relevant to them and their developing sexuality. Sexual orientation and gender identity should be explored at a timely point and in a clear, sensitive and respectful manner. When teaching about these topics, it must be recognised that young people may be discovering or understanding their sexual orientation or gender identity. There should be an equal opportunity to explore the features of stable and healthy same-sex relationships. This should be integrated appropriately into the RSE programme, rather than addressed separately or in only one lesson.

#### SKILLS OVERVIEW BY HALF TERM:

##### AUTUMN ONE

- Identify my strengths, weaknesses and areas for development
- Develop understanding of characteristics of mental and emotional health; develop empathy.
- Recognise the impact of change on mental health and wellbeing - recognise the need for emotional support during life changes and/or difficult experiences.
- Identify strategies to support ourselves and others.
- Recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help or treatment is available
- Evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use.
- Identify ways to risk and manage personal safety in new social settings.
- Identify risk and manage personal safety in increasingly independent workplaces and environments, including online.

##### AUTUMN TWO

- Making informed lifestyle choices regarding sleep, diet and exercise.
- Identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical and mental health
- Knowing how to take increased personal responsibility for maintaining and monitoring.
- Strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing.
- Understanding the different types of intimacy.
- Recognising and identifying that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs).
- Knowing how to respond if someone has, or may have, an STI (including ways to access sexual health services) .
- Discussion around overcoming barriers about sexual health and the use of sexual health services.
- Making choices and reaching out for support in the event of an unplanned pregnancy, and how to access appropriate help and advice.

##### SPRING ONE

- Recording the characteristics and benefits of strong, positive relationships.
- To respond appropriately to indicators of unhealthy relationships.

##### SPRING TWO

- To choose and access appropriate contraception.
- To research the current legal position on abortion and the range of beliefs and opinions about it.

<ul style="list-style-type: none"> <li>- Discussion opportunities around the importance of stable, committed relationships, including the rights and protections provided legally.</li> <li>- Identifying strategies to access reliable, accurate and appropriate advice and support.</li> <li>- Identifying strategies to manage emotions.</li> <li>- To understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours.</li> <li>- to recognise, clarify and if necessary, challenge their own values and understand how their values influence their decisions, goals and behaviours.</li> <li>- to understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values.</li> <li>- To safely and responsibly manage changes in personal relationships including the ending of relationships.</li> <li>- To manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them.</li> <li>- Recognising the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks.</li> <li>- To explore ways to access information and support for relationships including those experiencing difficulties.</li> <li>- To recognise the impact of drugs and alcohol on choices and sexual behaviour.</li> <li>- To assess the skills required to check their own personal readiness for sex, including sexual activity online, as an individual and within a couple.</li> <li>- To evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences.</li> </ul>	<ul style="list-style-type: none"> <li>- To recognise when others are using manipulation, persuasion or coercion and how to respond.</li> <li>- To recognise when a relationship is abusive and strategies to manage this.</li> <li>- To identify strategies to respond to exploitation, bullying, harassment and control in relationships.</li> <li>- To discuss the challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so; sources of appropriate advice and support, and how to access them.</li> <li>- To evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs.</li> <li>- To support younger peers when in positions of influence.</li> <li>- To recognise situations where they are being adversely influenced, or are at risk, due to being part of a particular group or gang; strategies to access appropriate help.</li> </ul>
<p><b>SUMMER ONE</b></p>	<p><b>SUMMER TWO</b></p>
<ul style="list-style-type: none"> <li>- To evaluate and further develop their study and employability skills.</li> <li>- To evaluate their own personal strengths and areas for development and use this to inform goal setting.</li> <li>- To reflect on strengths, interests, skills and qualities are changing and how these relate to future career choices and employability.</li> </ul>	<ul style="list-style-type: none"> <li>- To research the skills and attributes to manage rights and responsibilities at work including health and safety procedures.</li> <li>- To discuss what confidentiality is and what unacceptability and illegality of discrimination and harassment is.</li> <li>- Effectively budgeting, including the benefits of saving.</li> </ul>

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| <ul style="list-style-type: none"> <li>- To explore the range of opportunities available to them for career progression, including in education, training and employment.</li> <li>- To challenge stereotypes about career pathways, maintain high aspirations for their future and embrace new opportunities.</li> <li>- To research the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities.</li> <li>- To research, secure and take full advantage of any opportunities for work experience that are available.</li> <li>- To develop their career identity, including values in relation to work, and how to maximise their chances when applying for education or employment opportunities.</li> <li>- To discuss the benefits and challenges of cultivating career opportunities online.</li> <li>- To record strategies to manage their online presence and its impact on career opportunities.</li> </ul> | <ul style="list-style-type: none"> <li>- Effectively making financial decisions, including recognising the opportunities and challenges involved in taking financial risks.</li> <li>- To recognise and manage the range of influences on their financial decisions.</li> <li>- To access appropriate support for financial decision-making and for concerns relating to money, gambling, and consumer rights.</li> <li>- To challenge or seek support for financial exploitation in different contexts including online.</li> <li>- To evaluate the financial advantages, disadvantages and risks of different models of contractual terms, including self-employment full-time, part-time and zero-hours contracts.</li> <li>- Create and share content online safely.</li> <li>- To identify strategies for protecting and enhancing their personal and professional reputation online.</li> <li>- Exploring how data and personal information is shared and collected</li> <li>- Critically assess bias, reliability and accuracy in digital content.</li> <li>- To assess the causes and personal consequences of extremism and intolerance in all their forms.</li> <li>- To recognise the shared responsibility to challenge extreme viewpoints that incite violence or hate and ways to respond to anything that causes anxiety or concern</li> </ul> |
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