

RSHE (PSHE) Key Stage 3

Curriculum map





1. Philosophy

Six underlying attributes at the heart of Oak's curriculum and lessons.

Lessons and units are **knowledge and vocabulary rich** so that pupils build on what they already know to develop powerful knowledge.

Knowledge is **sequenced** and mapped in a **coherent** format so that pupils make meaningful connections.

Our **flexible** curriculum enables schools to tailor Oak's content to their curriculum and context.

Our curriculum is **evidence informed** through rigorous application of best practice and the science of learning.

We prioritise creating a **diverse** curriculum by committing to diversity in teaching and teachers, and the language, texts and media we use, so all pupils feel positively represented.

Creating an **accessible** curriculum that addresses the needs of all pupils is achieved to accessibility guidelines and requirements.



2. Units



KS3 RSHE (PSHE) is formed of 25 units and this is the recommended sequence:

Unit Title	Recommended year group	Number of lessons
1 Families: Relationships and human happiness	Year 7	3
2 Respectful relationships: Respect and friendship	Year 7	5
3 Online and media: Rights, responsibilities and keeping safe	Year 7	5
4 Mental wellbeing: Talking about emotions	Year 7	5
5 Internet safety and harms: Reality vs the online world	Year 7	4
6 Healthy lifestyles: Physical fitness and healthy eating	Year 7	5
7 Health and prevention: Basic health	Year 7	4
8 Changing adolescent body: Puberty and menstrual wellbeing	Year 7	6
9 Families: Stable relationships and marriage	Year 8	2



10	Respectful relationships: Stereotypes and bullying	Year 8	6
11	Online and media: Harmful contact	Year 8	5
12	Mental wellbeing: Recognising concerns	Year 8	5
13	Internet safety and harms: Body Image	Year 8	5
14	Drugs and alcohol: Smoking and Alcohol	Year 8	6
15	Health and prevention: Sleep and routines	Year 8	4
16	First aid	Year 8	4
17	Families: Being safe and reporting concerns	Year 9	4
18	Respectful relationships: Recognising and reporting criminal behaviour within relationships	Year 9	4
19	Online and media: Indecent image sharing	Year 9	3
20	Being safe: The law (consent, exploitation, and harassment)	Year 9	5
21	Intimate relationships: Positivity and health	Year 9	7

22 Mental wellbeing: Common types of ill health

Year 9

5

23 Internet safety and harms: Relationships and social media

Year 9

5

24 Drugs and alcohol: Prescription and illegal drugs

Year 9

2

25 Health and prevention: Immunisation and vaccination

Year 9

2





3. Lessons

Unit 1 Families: Relationships and human happiness

3 Lessons

Lesson number	Lesson question	Pupils will learn
1.	Committed, stable relationships	<ul style="list-style-type: none">• Marriage• Cohabitation• Same-Sex (including Civil Partnership)• Blended' and 'Step' families
2.	Positive relationships for raising a child	<ul style="list-style-type: none">• Partnerships• Sharing responsibilities• Shared interests and opinions• Importance of recognising value of being single (and the choice of many to remain so)

3. **Wider family relationships**

- The importance of wider / extended family relationships in contributing to raising children
 - The value of wider/extended family relationships for helping maintain happiness and positive wellbeing
-





Lesson
number

Lesson question

About the lesson

1.

Positive and healthy friendships

Pupils will learn

- Features of healthy friendships (including online)
- Typical behaviour within respectful relationships
- What to do if a friendship/relationship causes unhappiness

Guidance warnings

- Contains subject matter which individuals may find upsetting.
-

2.

Respecting difference

Pupils will learn

- Importance of freedom of speech
- Harms of 'Cancel Culture'
- Harms of censorship and 'no platforming'

Guidance warnings

- Contains subject matter which individuals may find upsetting.
-

3. Boundaries, privacy and consent

Pupils will learn

- Respecting privacy
- Respecting boundaries (physical and otherwise)
- Giving and withdrawing consent (e.g. changing one's mind)

Guidance warnings

- Contains subject matter which individuals may find upsetting.



4. Conflict and reconciliation

Pupils will learn

- How conflict and disagreement within friendships/relationships can be resolved
- Benefits of successfully resolved conflict

Guidance warnings

- Contains subject matter which individuals may find upsetting.
-

5.

Ending friendships / relationships

Pupils will learn

- Why/how friendships might end
- 'Moving on' and mature responses to relationships that may end
- Damaging nature of trying to maintain an unwanted friendship / relationship

Guidance warnings

- Contains subject matter which individuals may find upsetting.
-





Lesson
number

Lesson question

Pupils will learn

1.	Opportunities online	<ul style="list-style-type: none">• Range of positive opportunities online (e.g. socialising, learning knowledge etc.)• The range of purposes of the internet as people get older (e.g. applying for a passport, registering to vote etc.)
2.	Digital Citizenship (Part 1)	<ul style="list-style-type: none">• Freedom of expression• Defamation• Upholding our rights, and what to do if they are breached
3.	Digital Citizenship (Part 2)	<ul style="list-style-type: none">• Being respectful online to ourselves• Being respectful online to others• Expectations of behaviour online as equivalent to offline

4. Digital Footprint

- Definition (including record of websites visited and social media activity)
- Trace visibility (e.g. future employers, scammers etc.)
- Online activity used by companies to influence behaviour (targeted advertising)



5. Online behaviour rules

- Online service providers - common rules
 - Implications of violating terms and conditions
 - Social media offences in law
-



Lesson
number

Lesson question

About the lesson

1.

What is mental wellbeing?

Pupils will learn

- Definition
- Factors that affect positive wellbeing

Guidance warnings

- Contains subject matter which individuals may find upsetting.
-

2.

Why is connecting to others important?

Pupils will learn

- Link between 'connection' and wellbeing
- Different types of 'connection' (carers, pets, online, friends)
- Quality of friendships is more important than quantity

Guidance warnings

- Contains subject matter which individuals may find upsetting.
-

3. How does time online impact our mental wellbeing?

Pupils will learn

- Rationing/limiting screen time (including mobile phones) to aid positive mental wellbeing
- Negative effects of too much time online for mental wellbeing

Guidance warnings

- Contains subject matter which individuals may find upsetting.



4. Our behaviours, thoughts and feelings

Pupils will learn

- Range of emotions
- Emotions not being good/bad, but rather our choice of response
- Including adverse effects of emotions even within positive relationships

Guidance warnings

- Contains subject matter which individuals may find upsetting.
-

5.

Dealing with grief

Pupils will learn

- Emotions associated with grief
- Coping strategies
- What we can do to help others

Guidance warnings

- Contains subject matter which individuals may find upsetting.
-





Lesson
number

Lesson question

About the lesson

1.

How the online world is different to real life

Pupils will learn

- Similarity and differences
- Opportunities online - curating the information we present

Disciplinary knowledge

- An awareness of what is meant by 'social media' through Primary RSHE would be helpful

Guidance warnings

- Contains subject matter which individuals may find upsetting.

2.

Unhealthy comparisons

Pupils will learn

- What we see may not reflect reality
- Unrealistic and false representations of wealth, success, friends etc
- Normal emotions through comparisons online (e.g. jealousy), and when these emotions become problematic

Disciplinary knowledge

- An awareness of what is meant by 'social media' through Primary RSHE would be helpful

Guidance warnings

- Contains subject matter which individuals may find upsetting.



3.

Social media and reality

Pupils will learn

- Internet and social media as a vehicle to present ourselves online, and the changes this brings
- How to identify content that tries to influence us

Disciplinary knowledge

- An awareness of what is meant by 'social media' through Primary RSHE would be helpful

Guidance warnings

- Contains subject matter which individuals may find upsetting.

4.

Understanding online information

Pupils will learn

- Critical viewing
- Targeted search engine results and cookies
- Deciding what information to trust

Disciplinary knowledge

- An awareness of what is meant by 'social media' through Primary RSHE would be helpful

Guidance warnings

- Contains subject matter which individuals may find upsetting.
-





Lesson number	Lesson question	About the lesson
1.	Principles of healthy eating	<p>Pupils will learn</p> <ul style="list-style-type: none">• Basic nutrition and balanced meals• Healthy choices/'swaps' <p>Disciplinary knowledge</p> <ul style="list-style-type: none">• Building on Primary knowledge <p>Guidance warnings</p> <ul style="list-style-type: none">• Contains subject matter which individuals may find upsetting.
2.	Our bodies when exercising	<p>Pupils will learn</p> <ul style="list-style-type: none">• Scientific overview - what happens to our bodies when we exercise? <p>Guidance warnings</p> <ul style="list-style-type: none">• Contains subject matter which individuals may find upsetting.

3. Keeping physically active

Pupils will learn

- Recommended physical activity for teenagers and adults
- Tips for incorporating physical activity into day to day life

Guidance warnings

- Contains subject matter which individuals may find upsetting.



4. Benefits of a healthy lifestyle

Pupils will learn

- Links between inactivity and ill health (including cancer and cardio-vascular)
- Benefits of maintaining a healthy weight
- Health benefits of a good diet (minimising cancer and tooth decay risks)

Guidance warnings

- Contains subject matter which individuals may find upsetting.
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5.

Physical activity and mental wellbeing

Pupils will learn

- The link between physical activity and positive mental wellbeing
- Approaches to maintaining positive mental health through physical activity

Guidance warnings

- Contains subject matter which individuals may find upsetting.
-





Lesson number	Lesson question	Pupils will learn
1.	Personal hygiene	<ul style="list-style-type: none">• Increasingly active sweat glands during puberty• Importance of washing, anti-perspirant and clean clothes
2.	Dental care	<ul style="list-style-type: none">• Tooth decay, plaque and gum disease• Flossing/Interdental cleaning• Sugar and impact on dental health
3.	Immune system	<ul style="list-style-type: none">• Non-specific and specific white blood cells• Antigens and antibodies
4.	Bacterial infection and antibiotic resistance	<ul style="list-style-type: none">• Purpose of antibiotics• Viruses (e.g. colds and flu) that are not helped by antibiotics• Antibiotic resistance - definition and how to minimise

Unit 8 Changing adolescent body: Puberty and menstrual wellbeing 6 Lessons



Lesson
number

Lesson question

About the lesson

1.

Exploring puberty

Pupils will learn

- Signs of puberty in boys and girls
- Key definitions (e.g. period, intersex, ovaries, testes etc.)
- Understanding the penis and vulva/vagina (size, appearance, key parts etc.)

Guidance warnings

- Contains sexual content.

2.

The brain during puberty

Pupils will learn

- Neuron growth and 'rewiring' leading to emotional changes
- The learning spurt

Guidance warnings

- Contains sexual content.

3. First sexual feelings

Pupils will learn

- Attraction (caused by sex hormones)
- Link to body image and social behaviour
- Beginning to masturbate as a common aspect of puberty

Guidance warnings

- Contains sexual content.



4. Hygiene

Pupils will learn

- Importance of regular washing
- Penis hygiene (smegma)
- Vulva/Vaginal hygiene (no necessity to buy special cleaning products)

Guidance warnings

- Contains sexual content.

5. Menstrual health: expectations and period products

Pupils will learn

- Typical' cycle length
- Reasons for irregular cycles
- Variety of period products available

Guidance warnings

- Contains sexual content.
-

6.

Menstrual health: understanding periods

Pupils will learn

- Heavy bleeding (and what constitutes this)
- Managing menstrual cramps
- Why patterns of bleeding may change
- When it may be necessary to seek help

Guidance warnings

- Contains sexual content.
-





Lesson
number

Lesson question

Pupils will learn

1.

Marriage and cohabiting

- Legal definition Protected status of married couple
 - Common attributes of marriage within UK
 - What it means to be a 'cohabiting' couple, in contrast to marriage
 - How legal rights for cohabiting couples differ from married couples
 - Issues around religious (and other) marriage ceremonies that are not legally recognised in the UK
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2.

Parenting roles

- Roles and responsibilities involved in parenting
 - Characteristics of what would be deemed 'successful' parenting
-



Lesson
number

Lesson question

About the lesson

1.

Types of bullying

Pupils will learn

- Definition and examples
- Bystander intervention

Disciplinary knowledge

- Awareness and understanding of behaviour that constitutes bullying would be helpful

Guidance warnings

- Contains subject matter which individuals may find upsetting.

2.

The impact of bullying

Pupils will learn

- Bullying scenarios
- Responses to bullying

Disciplinary knowledge

- Awareness and understanding of behaviour that constitutes bullying would be helpful

Guidance warnings

- Contains subject matter which individuals may find upsetting.

3.

The imbalance of power

Pupils will learn

- Examples of stereotypes causing prejudice (e.g. certain careers for women only, therefore limiting the jobs people think they are capable of)
- Respecting individuality
- Unfairness and damaging nature of applying stereotypes
- How stereotypes contribute to the idea that one party on a relationship has fewer rights

Disciplinary knowledge

- Awareness and understanding of behaviour that constitutes bullying would be helpful

Guidance warnings

- Contains subject matter which individuals may find upsetting.
-



4.

Unlawful discrimination and stereotyping

Pupils will learn

- Definition of discrimination
- Equalities Act 2010 (and protected characteristics)

Disciplinary knowledge

- Awareness and understanding of behaviour that constitutes bullying would be helpful

Guidance warnings

- Contains subject matter which individuals may find upsetting.



5.

Respect and tolerance

Pupils will learn

- Everyone's entitlement to respect
- Benefits to society of respect and tolerance
- Key roles in society (e.g. police, government) and consequences of undermining through disrespect (vs fair and evidence-based challenges)

Disciplinary knowledge

- Awareness and understanding of behaviour that constitutes bullying would be helpful

Guidance warnings

- Contains subject matter which individuals may find upsetting.

6.

Help for victims of stereotyping and bullying

Pupils will learn

- Advice and self-help for those who are victims of stereotyping/bullying

Disciplinary knowledge

- Awareness and understanding of behaviour that constitutes bullying would be helpful

Guidance warnings

- Contains subject matter which individuals may find upsetting.
-





Lesson number	Lesson question	About the lesson
1.	Online risks	<p>Pupils will learn</p> <ul style="list-style-type: none">• People pretending to be someone they are not or being abusive• Malicious software, mis-sharing of information and exposure to mis-information• Strategies to manage online issues (blocking, muting, privacy settings etc.) <p>Guidance warnings</p> <ul style="list-style-type: none">• Contains subject matter which individuals may find upsetting.
2.	Screen time	<p>Pupils will learn</p> <ul style="list-style-type: none">• Sensible limits• Effects on wellbeing (physical and mental) <p>Guidance warnings</p> <ul style="list-style-type: none">• Contains subject matter which individuals may find upsetting.

3. Data generation and usage

Pupils will learn

- Data manipulation (e.g. fake images, profiles, fraudsters etc.)
- Data collection (e.g. cookies)

Guidance warnings

- Contains subject matter which individuals may find upsetting.



4. Sharing and removing material online

Pupils will learn

- Reminder of all issues associated with digital footprint
- Rights to erasure, privacy and security

Guidance warnings

- Contains subject matter which individuals may find upsetting.
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5.

Risks of unknown people online

Pupils will learn

- Risks of sharing personal information and anything 'compromising'
- Risks of joining groups promoting extreme views or misinformation
- Risks associated with grooming and/or meeting people known only online in real life

Guidance warnings

- Contains subject matter which individuals may find upsetting.
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Lesson number	Lesson question	About the lesson
1.	Outward signs of mental wellbeing concerns	<p data-bbox="1041 331 1265 355">Pupils will learn</p> <ul data-bbox="1081 395 1892 611" style="list-style-type: none"><li data-bbox="1081 395 1503 427">• Difficulty in concentrating<li data-bbox="1081 467 1563 499">• Behaviour and mood changes<li data-bbox="1081 531 1892 611">• Lack of self-care (appearance, hygiene etc.) and self-isolation <p data-bbox="1041 643 1310 667">Guidance warnings</p> <ul data-bbox="1081 707 1892 786" style="list-style-type: none"><li data-bbox="1081 707 1892 786">• Contains subject matter which individuals may find upsetting.
2.	Subtle (easily hidden) signs of mental wellbeing concerns	<p data-bbox="1041 890 1265 914">Pupils will learn</p> <ul data-bbox="1081 954 1848 1121" style="list-style-type: none"><li data-bbox="1081 954 1848 986">• Sleeping problems (both too much and too little)<li data-bbox="1081 1018 1765 1050">• Feelings of anxiety and being overwhelmed<li data-bbox="1081 1082 1653 1114">• Physical symptoms (e.g. headaches) <p data-bbox="1041 1153 1310 1177">Guidance warnings</p> <ul data-bbox="1081 1217 1892 1297" style="list-style-type: none"><li data-bbox="1081 1217 1892 1297">• Contains subject matter which individuals may find upsetting.



3. Taking action to minimise mental wellbeing concerns in ourselves

Pupils will learn

- Importance of talking/sharing
- Importance of physical activity, hobbies, connections

Guidance warnings

- Contains subject matter which individuals may find upsetting.
-

4. Taking action to minimise mental wellbeing concerns in others

Pupils will learn

- Empathy/kindness
- Impact of our words on others

Guidance warnings

- Contains subject matter which individuals may find upsetting.
-

5. Early interventions - addressing mental wellbeing concerns

Pupils will learn

- Identifying a trusted adult
- Role of GP/School nurse/CAHMS

Guidance warnings

- Contains subject matter which individuals may find upsetting.
-



Lesson number	Lesson question	Pupils will learn
1.	Body image introduction	<ul style="list-style-type: none">• Body image' definition• Perception of own body, and thoughts and feelings in response to this• Realistic expectations and valuing ourselves
2.	Idealised projections	<ul style="list-style-type: none">• Internet projections of unachievable images that affect our wellbeing• Photo-editing and filtering
3.	Beliefs about beauty	<ul style="list-style-type: none">• Individual beliefs about beauty are subjective and change over time• Cultural variance in beliefs about beauty
4.	Puberty and body image	<ul style="list-style-type: none">• Changes during puberty that affect self-perception• Worth not being defined by looks

5. Support for body image issues

- Identifying when body image issues become problematic
 - Seeking support for body image mental wellbeing concerns
 - Body positivity movement
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Lesson number	Lesson question	About the lesson
1.	Introduction - alcohol and tobacco	<p data-bbox="1041 331 1263 355">Pupils will learn</p> <ul data-bbox="1081 395 1957 611" style="list-style-type: none"><li data-bbox="1081 395 1397 419">• Definition of drugs<li data-bbox="1081 467 1532 491">• Stimulants and depressants<li data-bbox="1081 531 1957 611">• General overview of alcohol and tobacco (what they are, effects etc.) <p data-bbox="1041 643 1368 667">Disciplinary knowledge</p> <ul data-bbox="1081 707 1890 786" style="list-style-type: none"><li data-bbox="1081 707 1890 786">• Awareness of definitions of drugs and alcohol and a general understanding would be helpful
2.	Low risk alcohol consumption	<p data-bbox="1041 890 1263 914">Pupils will learn</p> <ul data-bbox="1081 954 1756 1121" style="list-style-type: none"><li data-bbox="1081 954 1442 978">• Definition of 'low risk'<li data-bbox="1081 1018 1756 1042">• Units of alcohol (guidance and NHS advice)<li data-bbox="1081 1090 1599 1114">• Impact of drinking on pregnancy <p data-bbox="1041 1153 1368 1177">Disciplinary knowledge</p> <ul data-bbox="1081 1217 1890 1297" style="list-style-type: none"><li data-bbox="1081 1217 1890 1297">• Awareness of definitions of drugs and alcohol and a general understanding would be helpful

3. Alcohol: short term and long health risks

Pupils will learn

- Binge drinking and risky behaviours
- Alcohol poisoning
- Links between alcohol misuse and serious illness

Disciplinary knowledge

- Awareness of definitions of drugs and alcohol and a general understanding would be helpful
-

4. Alcohol: psychological risks

Pupils will learn

- Mood changes, decreased inhibitions etc.
- Permanent damage to the brain
- Links to mental health problems

Disciplinary knowledge

- Awareness of definitions of drugs and alcohol and a general understanding would be helpful
-



5. Harmful effects of tobacco

Pupils will learn

- Links to serious health problems (e.g. lung cancer)
- Risks of other types of tobacco use (e.g. chewing tobacco)
- Vaping and E-Cigarettes

Disciplinary knowledge

- Awareness of definitions of drugs and alcohol and a general understanding would be helpful
-

6. Stopping smoking

Pupils will learn

- Benefits of stopping smoking
- Where to seek help and advice

Disciplinary knowledge

- Awareness of definitions of drugs and alcohol and a general understanding would be helpful
-





Lesson number	Lesson question	Pupils will learn
1.	Good quality sleep	<ul style="list-style-type: none">• Ideal quantities of sleep for different ages• What is meant by good/poor quality sleep• Benefits of sleep
2.	Strategies for a good quality sleep	<ul style="list-style-type: none">• Breathing techniques• Avoiding caffeine• Effective routines
3.	Impact of poor sleep	<ul style="list-style-type: none">• Weight• Mood• Ability to learn
4.	Impact of device use on sleep	<ul style="list-style-type: none">• Links between device use before bedtime• Strategies for managing device use before bedtime (e.g. turn off devices two hours before bed, dimming screens, blue light filters, switching off notifications etc.)



Lesson number	Lesson question	Pupils will learn
1.	Assessing a casualty	<ul style="list-style-type: none">• Airways• Breathing• Circulation
2.	Recovery position	<ul style="list-style-type: none">• Step-by-step procedure
3.	CPR	<ul style="list-style-type: none">• Purpose/principles• Concepts (e.g. chest compressions, rescue breaths)• Practical skills
4.	Defibrillators (AEDs)	<ul style="list-style-type: none">• Definition/purpose• Where to find/signage• Instructions for use



Lesson
number

Lesson question

About the lesson

1.

Safe family relationships

Pupils will learn

- Recognising the positive features of safe family relationships, of all family types
- Understanding that there may be disagreements and arguments which are common in family life, but that does not mean a family relationship is unsafe
- How safe family relationships overcome disagreements, difficulties and strain

Guidance warnings

- Contains references to sexual or domestic abuse.

2. Trustworthy information

Pupils will learn

- Determining when information given by a friend/family member is trustworthy/untrustworthy
- Recognising that not every child or adult has good intentions, and may present information that is one-sided or untrustworthy
- How to manage family situations where conflicting information is presented by friends/family members

Guidance warnings

- Contains references to sexual or domestic abuse.



3. Recognising unsafe relationships in others

Pupils will learn

- Identifying key characteristics of relationships where there is potential harm occurring (physical or mental)
- Recognising the difference between negative and unhealthy relationships and harmful relationships
- Reporting concerns and seeking help

Guidance warnings

- Contains references to sexual or domestic abuse.
-

4.

Recognising our own unsafe relationships

Pupils will learn

- What constitutes an unsafe family relationship? (E.g. violence in the home, abuse etc.)
- Dealing with the conflicting emotions in recognising our own unsafe relationships
- Reposting concerns and seeking help

Guidance warnings

- Contains references to sexual or domestic abuse.
-



Unit 18 Respectful relationships: Recognising and reporting criminal behaviour within relationships

4 Lessons



Lesson number	Lesson question	About the lesson
1.	Criminal behaviours within a relationship	<p>Pupils will learn</p> <ul style="list-style-type: none">• Assault and sexual assault• Stalking, harassment and blackmail• How to respond (e.g. police, trusted adult, Childline etc.) <p>Guidance warnings</p> <ul style="list-style-type: none">• Contains references to sexual or domestic abuse.
2.	Controlling behaviour and coercive control	<p>Pupils will learn</p> <ul style="list-style-type: none">• Definition• Subtleties of abusive relationships being wrongly justified as love/care• Importance of mutual respect in relationships <p>Guidance warnings</p> <ul style="list-style-type: none">• Contains references to sexual or domestic abuse.

3. Sexual harassment

Pupils will learn

- Definition
- Occurrence within different contexts (e.g. online, school, workplace etc.)

Guidance warnings

- Contains references to sexual or domestic abuse.
-

4. Sexual violence

Pupils will learn

- Actions that constitute sexually violent acts
- Links to, and definition of, consent (in the context of sexual violence)

Guidance warnings

- Contains references to sexual or domestic abuse.
-





Lesson
number

Lesson question

About the lesson

1.

Definition/clarification of the law

Pupils will learn

- Definition of an 'indecent' image
- Criminality of taking/streaming/possessing indecent (sexual) images

Guidance warnings

- Contains references to sexual or domestic abuse.

2.

Issues and scenarios

Pupils will learn

- Taking/Creating images
- Sharing images
- Storing images
- Requesting images

Guidance warnings

- Contains references to sexual or domestic abuse.

3.

Reporting and penalties

Pupils will learn

- Punishment for indecent image sharing, including prison
- How to report indecent image sharing (e.g. Crimestoppers, facilities within social media platforms)
- Support for victims

Guidance warnings

- Contains references to sexual or domestic abuse.
-



Unit 20 Being safe: The law (consent, exploitation, and harassment) 5 Lessons



Lesson
number

Lesson question

About the lesson

1.

Sexual consent and the law

Pupils will learn

- The concept of 'consent'
- The law around sexual consent
- How consent (including sexual and other kinds) can be communicated and withdrawn

Guidance warnings

- Contains references to sexual or domestic abuse.
-

2.

Harassment, abuse and rape

Pupils will learn

- The definition of 'harassment', 'abuse' and 'rape'
- Specific laws relating to these terms
- The potential impact on future relationships
- Seeking support and reporting concerns in response to harassment, abuse or rape

Guidance warnings

- Contains references to sexual or domestic abuse.
-

3. Domestic violence

Pupils will learn

- Definition, the law and statistics
- Examples of different aspects of domestic violence within different kinds of relationship
- How to recognise domestic violence situations
- Seeking help and support

Guidance warnings

- Contains references to sexual or domestic abuse.
-

4. Grooming, exploitation and coercion

Pupils will learn

- The definition of 'grooming', 'exploitation' and 'coercion'
- Specific laws relating to these terms
- Seeking support and reporting concerns in response to grooming, exploitation and coercion

Guidance warnings

- Contains references to sexual or domestic abuse.
-



5.

County Lines'

Pupils will learn

- What is meant by the term 'County Lines'
- How to recognise early signs of gang exploitation/coercion
- How to report or seek help in response to concerns

Guidance warnings

- Contains references to sexual or domestic abuse.
-





Lesson
number

Lesson question

About the lesson

1.

What is a healthy intimate relationship?

Pupils will learn

- Definition of an 'intimate' relationship
- Characteristics of a healthy intimate relationship (e.g. mutual respect, consent, shared interests and values etc.)

Disciplinary knowledge

- An understanding of what sex is and how it can lead to conception - either through Science or Primary RHE

Guidance warnings

- Contains sexual content.
-

2.

Diversity within intimate relationships

Pupils will learn

- Same sex and opposite sex intimate relationships
- Intimate relationships between people of shared or different religious beliefs or cultural backgrounds
- Committed relationships between those that do/do not have children
- Committed relationships between those who are/are not married
- Choosing to be single and the value of this

Disciplinary knowledge

- An understanding of what sex is and how it can lead to conception - either through Science or Primary RHE

Guidance warnings

- Contains sexual content.
-



3.

Good communication within intimate relationships

Pupils will learn

- Characteristics of good communication within relationships (e.g. expressing thoughts and feelings freely)
- Breaking up' in a healthy way
- Healthy discussions about sex, and choosing whether or not to have sex without pressure
- Intimacy without sex

Disciplinary knowledge

- An understanding of what sex is and how it can lead to conception - either through Science or Primary RHE

Guidance warnings

- Contains sexual content.
-



4.

Sexual pressure

Pupils will learn

- Sources of sexual pressure
- Recognising sexual pressures
- Managing sexual pressure
- Not pressuring others

Disciplinary knowledge

- An understanding of what sex is and how it can lead to conception - either through Science or Primary RHE

Guidance warnings

- Contains sexual content.



5.

Sex and health

Pupils will learn

- Positives of intimate relationships (e.g. pleasure; human connection)
- Potential negatives arising from intimate relationships (e.g. regret, STIs, unwanted pregnancy)
- The link between first sexual experiences and future sexual health

Disciplinary knowledge

- An understanding of what sex is and how it can lead to conception - either through Science or Primary RHE

Guidance warnings

- Contains sexual content.



6. Sexually transmitted infections (STIs)

Pupils will learn

- What is meant by 'Safer Sex'
- Common STIs (E.g. chlamydia, syphilis, HIV, herpes etc.)
- Symptoms of STIs
- Help, testing and treatment

Disciplinary knowledge

- An understanding of what sex is and how it can lead to conception - either through Science or Primary RHE

Guidance warnings

- Contains sexual content.
-

7. Contraception - preventing pregnancy (and infection)

Pupils will learn

- Purpose of contraception
- Range of contraception types (including emergency contraception)
- Using condoms
- Condom choice

Disciplinary knowledge

- An understanding of what sex is and how it can lead to conception - either through Science or Primary RHE

Guidance warnings

- Contains sexual content.
-



Lesson
number

Lesson question

About the lesson

1.

Anxiety

Pupils will learn

- Definition
- Causes and symptoms
- Seeking help

2.

Depression

Pupils will learn

- Definition
- Causes and symptoms
- Seeking help

3.

Stress

Pupils will learn

- Definition
- Causes and symptoms (link to 'healthy' stress responses)
- Seeking help

4.

Self-harm

Pupils will learn

- Definition
- Causes and symptoms
- Seeking help

Guidance warnings

- Contains distressing content.
-

5.

Eating disorders

Pupils will learn

- Definition
- Causes and symptoms
- Seeking help

Guidance warnings

- Contains distressing content.
-





Lesson
number

Lesson question

Pupils will learn

1.	The positives of social media	<ul style="list-style-type: none">• Identifying the positive effects of social media interactions• Thinking about how online contact and friendships can be useful and valuable
2.	Issues with 'oversharing'	<ul style="list-style-type: none">• Exposing our vulnerabilities• Portraying ourselves as an untrue version of ourselves, and the challenges this brings• Not being sure about the true characteristics of the person/people we speak to online
3.	Real life friendships in comparison to online friendships	<ul style="list-style-type: none">• Identifying the positives of both online and 'real life' friendships• Identifying when online friendships become problematic (e.g. continual need for attention or approval)• Recognising the common healthy features of both kinds of relationship (online and 'real life')

4. Influencers

- Definition (paid advertisers)
- Being aware that the lives depicted by influencers, and reviews of products, may not be fully representative of the truth



5. Maintaining a healthy relationship with social media

- Managing time spent on social media
 - Realistic expectations and understanding of the content we see
 - Healthy balance between social media presence and friendships, and real life friendships
-



Lesson
number

Lesson question

About the lesson

1.

Drugs, the law and common illegal drugs

Pupils will learn

- Drug classifications and criminal punishments
- Effects of having a criminal drug conviction
- Common types
- Health risks (mental and physical)
- Social impact

Guidance warnings

- Contains distressing content.

2.

Prescription drugs and legal highs

Pupils will learn

- Uses of 'over the counter' medication
- Dangers of taking drugs not prescribed for you
- Dangers of buying drugs online
- Definition and examples
- Effects and risks

Guidance warnings

- Contains distressing content.



Lesson
number

Lesson question

Pupils will learn

1.

Understanding vaccinations

- Explanation of how a vaccination/immunisation works
- Booster jabs - why they are necessary in some cases
- Annual jabs - e.g. flu

2.

Addressing concerns about vaccinations

- What to expect
- Coping with fear/pain
- Scientific response to the anti-vaccination movement

4. Learn More



Contents

Section number	Section content
1.	Introduction to Oak's key stage 3 RHE (PSHE) curriculum
2.	Coherence and flexibility
3.	Knowledge organisation
4.	Knowledge selection
5.	Inclusive and ambitious
6.	Pupil engagement and motivation
7.	A curriculum of quality

1. Introduction to Oak's key stage 3 RHE (PSHE) curriculum

The following document outlines the RSHE (PSHE) key stage 3 curriculum for Oak National Academy. The curriculum covers Year 7 to 9, with a full academic year of lessons, on the basis of one lesson per week. This curriculum is completely rooted in the (September 2020) statutory guidance for RSHE. In developing the curriculum we have followed a set of principles, which are outlined below.



2. Coherence and flexibility

The units within this RSHE curriculum are all directly related to the specific topics within the RSHE statutory guidance document, which schools must adhere to. The RSHE topic (as taken from the guidance) is clearly stated within the unit title, with the discrete element of that topic also noted. There are thirteen topics in the statutory guidance for secondary schools (two have been combined under one heading – with the shorter and related topics of ‘Healthy Eating’ and ‘Physical Activity’ under the umbrella of ‘Healthy Lifestyles’). Of the twelve topics covered within this curriculum, not all are of equal length in terms of content. As a result, unit length varies. The RSHE topics are interleaved through the units and across the year groups. If following this full curriculum in its entirety, pupils would encounter at least half of the RSHE topics through a variety of units per academic year.

The sequence of units within each year is derived in such a way as to enable pupils to make connections and links between topics/units. The development of each topic, and how all the units relating to that topic build from Year 7 to 11, has been derived from a judgment regarding the age appropriateness of the content. This being said, each unit (and individual lessons) can be delivered completely as standalone, whilst being mindful that prior knowledge of the topic may be necessary (in line with the lessons within the topic that we have placed earlier in our curriculum) to fully access the lesson.

Parents, carers and teachers may also feel that the curricular decisions regarding the age-appropriateness of the content is not in line with their school/family vision. As a result, the flexibility of the curriculum allows for movement of units between year groups. The ‘Intimate Relationships’ topic does cover the sexual element of the statutory guidance. Within school settings, parents would be able to withdraw their child from these lessons (until three terms before their 16th birthday). We have flagged these lessons with a ‘Parental Advisory’ warning to reflect this choice. Some other topics have also been flagged, so that parents and schools can make informed choices about whether they would want their child to learn this topic through the Oak medium. Some elements of the content give non-statutory examples and information in order to meet the wider elements of the statutory guidance (particularly in Year 10 and 11). Again, this is noted within the curriculum to allow schools and parents to make informed choices about the suitability of the content for their setting/children.

3. Knowledge organisation

All substantive knowledge is designed to be delivered in a sequence that allows for connection making, and has become more complex and age-specific through the progression of units throughout the academic year. All substantive knowledge to be delivered is taken directly from the RSHE statutory guidance document, which teachers will be familiar with. Rather than choose creative enquiry questions through which to deliver the knowledge, which might combine more than one topic, it was



felt that it would be clearer and of more use to schools to be very explicit, and deliver knowledge in units linked directly to the units. The framing of the units allows schools to easily cross-check coverage and adherence to the statutory guidance, thus helping teachers, especially as many schools are in the early stages of implementing the guidance fully. Each one of the twelve topics becomes a thread of knowledge building throughout this entire secondary curriculum, although there are clear links across topics, which are highlighted throughout.

There are occurrences of similar lessons, but through the lens of different specific topics, which will allow pupils to make these connections.

To embed the substantive knowledge relating to RSHE, pupils need to reflect on the human experience. Pupils' understanding of the topics will be enhanced through stories and scenario based considerations and reflections. Their hinterland knowledge will complement the substantive through teachers sharing examples and stories that relate to the topics. As part of the curriculum design, a cast of fictional characters have been written. Each character will have a backstory, and go through a variety of experiences as they grow (alongside the pupils) through Year 7 to 11 pupils will bump into these same characters in lessons through stories, examples, and scenarios. pupils will reflect on their choices, consider decisions for them, and engage with their experiences. The thread of the characters' lives will sit alongside the topic threads, allowing the substantive content to come to life.

4. Knowledge selection

The selection of knowledge in this curriculum is taken directly from the RSHE Statutory Guidance document, with more detailed and in depth specifics taken from the Department for Education teacher training PowerPoint slides (where available – for most, but not all, topics), which go into granular detail regarding the knowledge to be taught. For clarity, here listed are the topics from the guidance, from which all knowledge and units in this curriculum are derived:

Relationship/Sex topics:

- Online and Media
- Being Safe
- Respectful Relationships
- Intimate Relationships

- Families

Health topics:

- Healthy Lifestyles (Umbrella term for the two topics of Healthy Eating and Physical Activity)
- Health and Prevention
- Mental Wellbeing
- Drugs and Alcohol
- First Aid
- Internet Safety and Harms
- Changing Adolescent Body

In some cases, particularly in Year 10/11 content, lessons within the units relate to non-statutory examples (e.g. a Year 11 lesson on 'cocaine' (as part of understanding the dangers of recreational drugs) relates to the statutory topic of 'Drugs and Alcohol'. This age appropriate substantive knowledge goes beyond the knowledge stated in the guidance and the Department for Education training PowerPoint slides, therefore will be flagged for both parental guidance and non-statutory content, to allow for informed choices to be made by schools and parents in utilising this lesson from our curriculum. Lesson does, however, build naturally from the Year 8 content on smoking and alcohol, Year 9 content on the differences between prescription and illegal drugs and Year 10 content on addiction and dependency.

The curriculum has been designed with a loose presumption that pupils will have been taught the statutory primary content for RSHE. Knowing that the guidance only became statutory in September 2020, where necessary, lessons have been included that re-cap (re-teach) primary content, to ensure our secondary curriculum can be fully accessed. Lessons will also, less explicitly, link to prior KS2 level knowledge as and when required.

Where schools and parents feel that aspects of the knowledge and curriculum are misplaced in terms of age-appropriateness, or suitability for online lessons due to their nature, they should feel confident that they can be selective in the elements of our curriculum they wish their pupils/children to access. We respect their choice. It is also important to note that any content delivered as part of this curriculum complies fully with the Equalities Act of 2020.

5. Inclusive and ambitious





Learning within this curriculum is, by law, an entitlement of all children in the UK. By nature of the subject matter, certain elements may resonate with specific pupils more than others, based on their background and life experience. However, the content is designed to be taught to all pupils on the basis that it aims to build understanding and appreciation of others in order to further strengthen relationships and preparedness for adult life. Content relating to sex and relationships will be taught in such a way as to be equally applicable to LGBT young people as to CIS opposite-sex relationships. It is hoped that in delivering this curriculum, teachers would be further embracing and enhancing inclusivity within their pupil cohorts.

The curriculum breaks down lengthy guidance into deliverable, manageable chunks. It aims to challenge pupils to deeply reflect, and to embrace a wide range of subject (and topic) specific vocabulary, to equip them with the tools needed to navigate their lives as teenagers and adults, and to understand experiences that might affect friends, relations, partners and colleagues both now and in the future., thus hopefully making them more empathetic individuals.

6. Pupil engagement and motivation

Through scenario based teaching, coupled with clear, honest approaches, this curriculum will come to life for pupils as they will understand the relevance and applicability of the content to their own lives. The knowledge needed to access the building sequence of lessons will be challenging, but will allow learners to recognise the worth in the lessons. By carefully matching the content to the age-appropriate level, the relevance and challenge level will further enhance engagement. It will be clearly recognisable how each topic builds vertically through the year groups over a long span of time, and how topics interconnect horizontally across a given academic year.

7. A curriculum of quality

Ultimately, this curriculum aims to equip young people to live their lives safely and happily, treating others with care and respect. It aims to give them the knowledge to make their own informed lifestyle decisions (within the law), and to maintain their own self-care, through the embedding of this knowledge and the skill of deep reflection and consideration of perspective.

8. Unit prior knowledge requirements

Year group	Unit title	Prior knowledge required
7	Internet Safety and Harms: Reality vs	An awareness of what is meant by 'social

the online world

media' through Primary RSHE would be helpful

8

Respectful Relationships: Stereotypes and bullying

Awareness and understanding of behaviour that constitutes bullying would be helpful

8

Drugs and Alcohol: Smoking and Alcohol

Awareness of definitions of drugs and alcohol and a general understanding would be helpful

9

Intimate Relationships: Positivity and health (Note: Parents are advised that these lessons form part of the sex education curriculum, of which parents can 'opt out' for their child).

An understanding of what sex is and how it can lead to conception – either through Science or Primary RHE

9. Additional information about sequence

Flexible structure: topics can be reorganised and taught in any order. However topics have been sequenced, both within year groups and across, to build on the knowledge and understanding gained from studying the same topic in an earlier year group, or from making links to alternative topics studied within that year. Teachers, parents or other adults supporting children may rearrange the sequence if they feel any aspect of the content is not age appropriate.

Each unit is part of a wider RSHE topic (eg Families, Mental Wellbeing). If a Year 9 lesson was to be taught on Families, there would be a greater impact on pupils if they have learned the content covered in the Families topic in Year 7 and 8 because they would be able to connect all of their knowledge on the topic. However, each lesson can operate as 'standalone' if that is best for your school context.

10. Units organised by theme



In these thematic lists we have included units from both key stage 3 and key stage 4. This is so you can see how the theme develops across the two key stages and then plan your teaching accordingly.



Theme: Drugs and alcohol

- Drugs and Alcohol: Smoking and Alcohol (Year 8)
- Drugs and alcohol: Prescription and illegal drugs (Year 9)
- Drugs and alcohol: Addiction and alcohol dependency (Year 10)
- Drugs and alcohol: Dangers of recreational drug use (Year 11)

Theme: Respectful relationships

- Respectful relationships: Respect and friendship (Year 7)
- Respectful relationships: Stereotypes and bullying (Year 8)
- Respectful relationships: Recognising and reporting criminal behaviour within relationships (Year 9)

Theme: Online and media

- Online and media: Rights, responsibilities and keeping safe (Year 7)
- Online and media: Harmful contact (Year 8)
- Online and media: Indecent image sharing (Year 9)
- Online and media: Dangers of viewing explicit material (extreme violence or pornography) (Year 10)

Theme: Health and prevention

- Health and prevention: Basic health (Year 7)
- Health and Prevention: Basic Health - Sleep and routines (Year 8)
- Health and Prevention: Vaccination and immunisation (Year 9)

- Health and prevention: Self-care and self-awareness (Year 11)

Theme: First aid

- First Aid (year 8)

Theme: Healthy lifestyles

- Healthy lifestyles: Physical fitness and healthy eating (Year 7)
- Healthy lifestyles: Choices approaching adulthood (Year 11)

Theme: Changing adolescent body

- Changing adolescent body: Puberty and menstrual wellbeing (Year 7)

Theme: Mental wellbeing

- Mental wellbeing: Talking about emotions (Year 7)
- Mental wellbeing: Recognising concerns in self and others (Year 8)
- Mental wellbeing: Common types of mental ill health (Year 9)
- Mental wellbeing: Impact of our actions on our own and others' mental health (Year 10) -Mental wellbeing: Recognising problems and seeking support into adulthood (Year 11)

Theme: Families

- Families: Relationships and human happiness (Year 7)
- Families: Stable relationships and marriage (Year 8)
- Families: Being safe and reporting concerns (Year 9)

Theme: Being safe

- Being safe: The law (Year 9)



- Being safe: Informed consent (Year 10)
- Being safe: Honour based violence and FGM (Year 11)

Theme: Intimate relationships

- Intimate relationships – Positivity and health (Year 9)
- Intimate relationships – Impact of drugs/alcohol and reproductive health (Year 10)
- Intimate relationships – Pregnancy and parenting (Year 11)

Theme: Internet safety and harms

- Internet safety and harms: Reality vs the Online World (Year 7)
- Internet safety and harms: Body image (Year 8)
- Internet safety and harms: Relationships and social media (Year 9)
- Internet safety and harms: Online relationships and harmful behaviour (Year 10)
- Internet safety and harms: Gambling, debt and targeted advertising (Year 11)

