

RSHE (PSHE) Key Stage 4

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



KS4 RSHE (PSHE) is formed of 13 units and this is the recommended sequence:

Unit Title	Recommended year group	Number of lessons
1 Online and media: Dangers of viewing explicit material	Year 10	5
2 Being safe: Informed consent	Year 10	3
3 Intimate relationships: Reproductive health and impact of alcohol and drugs	Year 10	3
4 Mental wellbeing: Impact of our actions on mental health	Year 10	7
5 Internet safety and harms: Online relationships and harmful behaviour	Year 10	7
6 Drugs and alcohol: Addiction and alcohol dependency	Year 10	7
7 Mental wellbeing: Recognising problems and seeking support	Year 11	8
8 Internet safety and harms: Gambling, debt and targeted advertising	Year 11	6
9 Being safe: Honour based violence and FGM	Year 11	4

10 Intimate sexual relationships: Pregnancy and parenting

Year 11

6

11 Healthy lifestyles: Choices approaching adulthood

Year 11

3

12 Drugs and alcohol: Dangers of recreational drug use

Year 11

3

13 Health and prevention: Self-care and self-awareness

Year 11

2





3. Lessons

Unit 1 Online and media: Dangers of viewing explicit material

5 Lessons

Lesson number	Lesson question	About the lesson
1.	Impact on attitudes and behaviour	<p>Pupils will learn</p> <ul style="list-style-type: none">• Reinforcing stereotypes• Influencing attitudes and acceptable behaviours (e.g. unconsciously imitating) <p>Guidance warnings</p> <ul style="list-style-type: none">• Contains sexual content.
2.	The potential damage on relationships from viewing explicit material	<p>Pupils will learn</p> <ul style="list-style-type: none">• Distorted expectations (including sex)• Links to abusive relationships <p>Guidance warnings</p> <ul style="list-style-type: none">• Contains sexual content.



3. Exploitation

Pupils will learn

- Potential mistreatment / exploitation of those involved in the production of explicit online material
- Condoning potential exploitation through viewing the explicit content

Guidance warnings

- Contains sexual content.
-

4. Spiral of addiction

Pupils will learn

- Incremental seeking of more extreme material over time
- Difficulties and support in stopping viewing explicit material online

Guidance warnings

- Contains sexual content.
-

5. Pornography and the law

Pupils will learn

- Clarification of what constitutes illegal explicit content online (under 18, rape / sexual violence, sexual acts that risk death / serious damage)
- Reporting illegal content

Guidance warnings

- Contains sexual content.
-



Lesson
number

Lesson question

About the lesson

1.

Sexual consent and capacity to consent

Pupils will learn

- Reminder: The laws regarding sexual consent
- Definition of 'statutory rape'
- That the person seeking consent must have taken reasonable steps to gain consent (e.g. asking both before and during sex)
- The other person must have freedom to consent (freedom to say yes/no) and 'capacity' to consent (ability)

Guidance warnings

- Contains references to sexual or domestic abuse.
-

2.

Reporting issues of consent

Pupils will learn

- How to seek help/support for issues around sexual consent
- What to expect if you do report concerns - your rights

Guidance warnings

- Contains references to sexual or domestic abuse.
-

3.

Sexual coercion

Pupils will learn

- Definition and examples of 'sexual coercion'
- Recognising when a consensual sexual relationship becomes sexually coercive

Essential additional subject-specific information

- non-statutory lesson / example

Guidance warnings

- Contains references to sexual or domestic abuse.
-



Unit 3 Intimate relationships: Reproductive health and impact of alcohol and drugs

3 Lessons



Lesson number	Lesson question	About the lesson
1.	Alcohol, drugs and sex	<p>Pupils will learn</p> <ul style="list-style-type: none">• Impact on decision making ('clouding' thinking and 'lowering inhibitions')• Giving consent• Risks (emotional) and physical (e.g. injury) <p>Guidance warnings</p> <ul style="list-style-type: none">• Contains references to sexual or domestic abuse. Contains distressing content.
2.	Fertility and reproduction - dispelling myths	<p>Pupils will learn</p> <ul style="list-style-type: none">• Reminding pupils of the basic scientific knowledge about fertilisation and conception (role of ovaries, eggs, and sperm etc.)• Identifying and addressing any myths about fertility (e.g. that you 'can't get pregnant while on your period') <p>Guidance warnings</p> <ul style="list-style-type: none">• Contains sexual content.

3. Fertility and infertility

Pupils will learn

- What is meant by 'fertility' and 'infertility'
- Common causes of 'infertility'

Guidance warnings

- Contains sexual content.
-





Lesson number	Lesson question	About the lesson
1.	Everyday stress triggers we can try to control	<p data-bbox="1041 331 1265 355">Pupils will learn</p> <ul data-bbox="1079 395 1904 683" style="list-style-type: none"><li data-bbox="1079 395 1585 427">• Time-keeping and organisation<li data-bbox="1079 467 1529 499">• Homework/exam timetable<li data-bbox="1079 539 1619 571">• Budgeting to ease money worries<li data-bbox="1079 611 1904 683">• Manners and the way we talk to others to help avoid arguments <p data-bbox="1041 715 1310 738">Guidance warnings</p> <ul data-bbox="1079 778 1552 810" style="list-style-type: none"><li data-bbox="1079 778 1552 810">• Contains distressing content.
2.	Issues with school work	<p data-bbox="1041 914 1265 938">Pupils will learn</p> <ul data-bbox="1079 978 1948 1233" style="list-style-type: none"><li data-bbox="1079 978 1944 1010">• Overworking and anxieties about progress and success<li data-bbox="1079 1050 1948 1121">• Feelings of inadequacy and being a failure as a result of struggling with workload<li data-bbox="1079 1161 1899 1233">• Finding balance and routine to keep positive mental health at school <p data-bbox="1041 1273 1310 1297">Guidance warnings</p> <ul data-bbox="1079 1337 1552 1369" style="list-style-type: none"><li data-bbox="1079 1337 1552 1369">• Contains distressing content.

3. Impact of drugs and alcohol

Pupils will learn

- Chemical effects on the brain, linking to poor mental health
- Financial implications of drug misuse, causing further stress
- Withdrawal and mental health

Guidance warnings

- Contains distressing content.



4. Bullying

Pupils will learn

- Name-calling and the negative impact on victims and perpetrators, linking to mental health
- Physical aggression and the negative impact on victims and perpetrators, linking to mental health

Guidance warnings

- Contains distressing content.
-



5. Violence and aggression

Pupils will learn

- Impact on victim's mental health
- Causes of violent / aggressive actions and links to unmanaged mental health conditions and feelings associated with guilt

Guidance warnings

- Contains conflict or violence.
-

6. Anti-social behaviour

Pupils will learn

- Examples
- Impact on victim's mental health
- Causes and consequences of involvement in anti-social behaviour

Guidance warnings

- Contains conflict or violence.
-

7. Violent extremism and links to mental health

Pupils will learn

- Exposure to trauma and links to greater likelihood of PTSD and supporting violent extremism

Guidance warnings

- Contains conflict or violence.
-

Unit 5 Internet safety and harms: Online relationships and harmful behaviour

7 Lessons



Lesson number	Lesson question	About the lesson
1.	Problematic interactions online	<p>Pupils will learn</p> <ul style="list-style-type: none">• Identifying when our interactions with friends online become problematic (e.g. conflict online)• When time spent online affects real relationships <p>Guidance warnings</p> <ul style="list-style-type: none">• Contains distressing content.
2.	Obsessive online behaviours (Part 1)	<p>Pupils will learn</p> <ul style="list-style-type: none">• Continued checking of social media and excessive screen time• Obsessively checking 'likes'• Fear of missing out' (FOMO) <p>Guidance warnings</p> <ul style="list-style-type: none">• Contains distressing content.

3. Obsessive online behaviours (Part 2)

Pupils will learn

- Understanding what is meant by 'trolling' online
- Advice for dealing with 'trolling'
- Identifying what online behaviour constitutes 'trolling' and its impact on those affected

Guidance warnings

- Contains distressing content.
-

4. Curating our timeline

Pupils will learn

- Muting, blocking, unfollowing and deleting to take control of what we see on social media
 - Recognising unhealthy and toxic influences on social media
-

5. Catfishing'

Pupils will learn

- The definition of 'catfishing' (impersonating or highly exaggerating online identities)
- Why people 'catfish'
- When 'catfishing' becomes a problem - for impersonator and victim
- Identifying an online impersonator

Guidance warnings

- Contains distressing content.
-



6. Self-help for our online behaviours

Pupils will learn

- Managing/limiting time spent on social media
- Careful choice of accounts to follow
- Logging off' and taking social media breaks when appropriate
- Maintaining healthy habits with social media

Guidance warnings

- Contains distressing content.



7. Summary - what makes a healthy online relationship?

Pupils will learn

- Does not affect real life relationships negatively
- Does not become obsessive or problematic
- Sensible amounts of time online
- Open and transparent on both sides

Guidance warnings

- Contains distressing content.
-



Lesson
number

Lesson question

About the lesson

1.

What is addiction?

Pupils will learn

- Definition
- Chemical addiction
- Behavioural addiction

Essential additional subject-specific information

- We use both the terms 'mental health' and 'mental wellbeing' within these lessons, with the intended implication that when referencing mental ill-health, we are addressing specific concerns

Guidance warnings

- Contains distressing content.
-

2. How addiction affects people

Pupils will learn

- Physical signs of addiction (including withdrawal)
- Psychological effects of addiction
- Addiction 'cycles'

Essential additional subject-specific information

- We use both the terms 'mental health' and 'mental wellbeing' within these lessons, with the intended implication that when referencing mental ill-health, we are addressing specific concerns

Guidance warnings

- Contains distressing content.
-

3. Addiction to specific drugs

Pupils will learn

- Cannabis/Marijuana - addictive qualities
- Nicotine
- Heroin

Essential additional subject-specific information

- We use both the terms 'mental health' and 'mental wellbeing' within these lessons, with the intended implication that when referencing mental ill-health, we are addressing specific concerns

Guidance warnings

- Contains distressing content.
-



4.

Consequences of addiction

Pupils will learn

- Risk taking
- Isolation
- Chaotic lifestyle/finances

Essential additional subject-specific information

- We use both the terms 'mental health' and 'mental wellbeing' within these lessons, with the intended implication that when referencing mental ill-health, we are addressing specific concerns

Guidance warnings

- Contains distressing content.
-

5.

Seeking help for addiction

Pupils will learn

- How and where to seek help for addiction

Essential additional subject-specific information

- We use both the terms 'mental health' and 'mental wellbeing' within these lessons, with the intended implication that when referencing mental ill-health, we are addressing specific concerns

Guidance warnings

- Contains distressing content.
-



6. Alcohol dependency

Pupils will learn

- Definition of alcoholism
- Health/social risks of alcoholism
- Functioning alcoholism

Essential additional subject-specific information

- We use both the terms 'mental health' and 'mental wellbeing' within these lessons, with the intended implication that when referencing mental ill-health, we are addressing specific concerns

Guidance warnings

- Contains distressing content.



7. Limiting alcohol intake

Pupils will learn

- Managing moderate drinking
- Benefits of limiting alcohol consumption

Essential additional subject-specific information

- We use both the terms 'mental health' and 'mental wellbeing' within these lessons, with the intended implication that when referencing mental ill-health, we are addressing specific concerns

Guidance warnings

- Contains distressing content.
-

Unit 7 Mental wellbeing: Recognising problems and seeking support

8 Lessons



Lesson number	Lesson question	About the lesson
1.	Coping with exam stress/anxiety	<p>Pupils will learn</p> <ul style="list-style-type: none">• Coping mechanisms - planning ahead, revision timetables, organisation etc.• Recognising when exam anxiety requires more than self-help <p>Guidance warnings</p> <ul style="list-style-type: none">• Contains subject matter which individuals may find upsetting.
2.	Breaking down mental health stigma	<p>Pupils will learn</p> <ul style="list-style-type: none">• Appropriate language for discussing mental health• Understanding the word 'stigma', and challenging this in reference to mental health• Dispelling myths - mental ill-health is equivalent to physical ill-health <p>Guidance warnings</p> <ul style="list-style-type: none">• Contains subject matter which individuals may find upsetting.

3. Panic disorder/panic attacks

Pupils will learn

- Panic attacks - definition, causes, symptoms
- Coping strategies (e.g. CBT and box breathing)

Guidance warnings

- Contains subject matter which individuals may find upsetting.
-

4. Everyday stressors and triggers in adult life

Pupils will learn

- Identify the everyday stressors that occur regularly in adult life (e.g. financial trouble, relationship worries, workload, children)
- Identify possible lifestyle traits that may help avoid/negate everyday stressors contributing to more serious mental health concerns

Guidance warnings

- Contains subject matter which individuals may find upsetting.
-



5.

Post-Traumatic Stress Disorder (PTSD)

Pupils will learn

- Definition
- Symptoms and causes
- Available support

Guidance warnings

- Contains subject matter which individuals may find upsetting.
-



6.

Suicidal thoughts

Pupils will learn

- Definition
- Symptoms and causes
- Available support

Guidance warnings

- Contains subject matter which individuals may find upsetting.
-

7. Social Anxiety Disorder (SAD)

Pupils will learn

- Definition
- Symptoms and causes
- Available support

Guidance warnings

- Contains subject matter which individuals may find upsetting.



8. Maintaining positive mental health into adulthood

Pupils will learn

- Importance of communication and connection
- Stress Bucket' analogy
- Mental health, referrals and treatment

Guidance warnings

- Contains subject matter which individuals may find upsetting.
-



Lesson number	Lesson question	About the lesson
1.	Understanding gambling	<p>Pupils will learn</p> <ul style="list-style-type: none">• Types (e.g. sports betting, bingo, fruit machines)• Purpose (i.e. profit)• Impact (e.g. losing money) <p>Guidance warnings</p> <ul style="list-style-type: none">• Contains subject matter which individuals may find upsetting.
2.	Resilience towards gambling	<p>Pupils will learn</p> <ul style="list-style-type: none">• Advertising awareness• Gambling-like behaviours in online games• Virtual currencies <p>Guidance warnings</p> <ul style="list-style-type: none">• Contains subject matter which individuals may find upsetting.

3. Recognising problem gambling

Pupils will learn

- Betting often and too much time spent on online games
- Chasing losses
- Anxiety and sleep loss due to gambling
- Financial losses

Guidance warnings

- Contains subject matter which individuals may find upsetting.
-

4. Targeted advertising

Pupils will learn

- Algorithms and cookies
 - Paid for advertising online
 - How your 'online footprint' personalises your online content
-

5. Influencer endorsements

Pupils will learn

- Clarity over paid influencer promotions
 - Cautionary approach to online reviews
-



6.

Risks of online financial lending

Pupils will learn

- Online lending types (e.g. payday loans; credit cards and bank loans (no signature needed))
 - Safe lending online (e.g. avoiding high levels of debt and associated anxieties)
-





Lesson
number

Lesson question

About the lesson

1.

What is forced marriage?

Pupils will learn

- Clear definition of forced marriage
- Distinction between 'arranged' and 'forced' marriage
- What to do if you suspect, or feel like you are vulnerable to, forced marriage

Guidance warnings

- Contains conflict or violence. Contains references to sexual or domestic abuse.

2.

What is honour based violence?

Pupils will learn

- Clear definition of honour based violence
- Different forms and examples of honour based violence
- Motives for honour based violence
- What to do if you suspect, or feel like you are vulnerable to, honour based violence

Guidance warnings

- Contains conflict or violence. Contains references to sexual or domestic abuse.

3. What is FGM (Female Genital Mutilation)?

Pupils will learn

- Definition of FGM
- Why FGM happens
- Effects of FGM

Guidance warnings

- Contains conflict or violence. Contains references to sexual or domestic abuse.
-

4. FGM - Support

Pupils will learn

- Who is most at risk of FGM?
- Signs of FGM
- What to do if you are worried about FGM (worried for yourself or others)
- Support for young people

Guidance warnings

- Contains conflict or violence. Contains references to sexual or domestic abuse.
-





Lesson
number

Lesson question

About the lesson

1.

Pregnancy signs and testing

Pupils will learn

- Possible signs & symptoms of early pregnancy (e.g. missed period, nausea, change in taste etc)
- Taking a pregnancy test, and false negative results
- Initial support in early pregnancy, and overview of choices

Guidance warnings

- Contains sexual content.

2.

Abortion

Pupils will learn

- Abortion Act 1967, and amendments
- Approval by two medical practitioners (and exceptions to this rule)
- The law before and after 24 weeks pregnant
- Support available if considering abortion

Guidance warnings

- Contains distressing content.

3. Pregnancy

Pupils will learn

- Keeping healthy during pregnancy (diet, lifestyle etc.)
- Common difficulties associated with pregnancy (physical discomfort, changes to the body etc.)
- The different stages of pregnancy and normal gestation
- The importance of partner and / or family support
- Mental wellbeing during pregnancy

Guidance warnings

- Contains sexual content.



4. Labour

Pupils will learn

- Vaginal labour and C-Section
- Pain management in labour
- Wellbeing after pregnancy, including both physical and mental (e.g. postnatal depression)

Guidance warnings

- Contains sexual content.
-

5. Miscarriage and stillbirth

Pupils will learn

- Definition of 'miscarriage' and 'still birth'
- Emotional impact of miscarriage and still birth
- Support available

Guidance warnings

- Contains distressing content.
-

6. Alternative ways of having a baby (for both opposite and same sex couples)

Pupils will learn

- Surrogacy
- Adoption
- Sperm/Egg donation

Guidance warnings

- Contains sexual content. Contains subject matter which individuals may find upsetting.
-





Lesson number	Lesson question	Pupils will learn
1.	Maintaining a healthy lifestyle	<ul style="list-style-type: none">• Reminder/consolidation - benefits of healthy eating and physical activity to maintain physical health• Healthy lifestyles and links to minimising health risks as we get older
2.	Physical activity and positive mental wellbeing	<ul style="list-style-type: none">• Physical activity as an approach to combat stress• Endorphins• Incorporating physical activity into busy lifestyles - benefits and approaches
3.	Being a donor - science to inform choices	<ul style="list-style-type: none">• Blood donation• Stem cell donation• Organ donation (and carrying a Donor Card)



Lesson
number

Lesson question

About the lesson

1.

Recreational drug use

Pupils will learn

- Definition
- Overview of common recreational drug types, and their status within the law
- General risks associated with recreational drug use

Guidance warnings

- Contains distressing content.

2.

Cannabis/marijuana and ecstasy

Pupils will learn

- Effects
- Risks
- Status within the law

Guidance warnings

- Contains distressing content.

3.

Cocaine and heroin

Pupils will learn

- Effects
- Risks
- Status within the law

Guidance warnings

- Contains distressing content.
-





Lesson
number

Lesson question

Pupils will learn

-
- | | | |
|-----------|----------------------------------|--|
| 1. | What is self-examination? | <ul style="list-style-type: none">• Definition of self-examination• Benefits of self-examination• Common types of self-examination |
|-----------|----------------------------------|--|

-
- | | | |
|-----------|----------------------------------|---|
| 2. | Screening and smear tests | <ul style="list-style-type: none">• Examples of the various types of routine medical screening• What to expect during routine medical screening• Purpose and importance of smear tests• What to expect during a smear test |
|-----------|----------------------------------|---|
-

4. Learn More



Contents

Section number

Section contents

1.	Introduction to Oak's key stage 4 RSHE (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
8.	Unit prior knowledge requirements
9.	Additional information about sequence
10.	Units organised by theme



1. Introduction to Oak's key stage 4 RSHE (PSHE) curriculum

The following document outlines the key stage 4 RSHE (PSHE) curriculum for Oak National Academy. The curriculum covers Year 7 to 11, 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

Please note: units not listed here do not have any formal prior knowledge requirements.

Year group	Unit title	Prior knowledge required
11	Drugs and Alcohol: Dangers of recreational drug use	These lessons rely on a prior understanding of the definition of drugs

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)