

Intent:

To put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. To give pupils the knowledge and capability to take care of themselves and receive support if problems arise. To foster pupil wellbeing and develop resilience and character that are fundamental to pupils being happy, successful and productive members of society. To improve pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives.

Term	Week/s	Topic/Theme <i>Key vocabulary including Tier 3 subject specific words</i>	Learning Outcomes Knowledge and Skills To know, to use, to apply...	Links to: Literacy, Numeracy, SMSC Gatsby Benchmarks
Autumn 1		Families <i>Family, mother, father, sister, brother, grandfather, grandmother, aunty, uncle, cousin, carer, stepmother, stepfather relative, secure, protection, love, relationship, marriage, parenting.</i>	<ul style="list-style-type: none"> that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 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 of children, including the characteristics of successful parenting. 	Literacy: Reading with support/independently. Using a dictionary. Talk or write about text/pictures. Ask questions. Answer questions. Give opinion. Listen to an opinion. Develop vocabulary. Comprehend. Research. Practise handwriting. Practise spelling. Write with support/independently. Draft and edit. Write for a purpose. Present work. Correct own work. Use knowledge of the alphabet. Use punctuation. Speak coherently. Take part in discussion. Use new vocabulary.
Autumn 2		Caring Friendships/ Respectful Relationships <i>Friend, friendship, trust, loyalty respect, honest, generous, loneliness, exclusion, inclusion, conflict, bullying, cyberbullying, boundaries, stereotype, gender, race, religion, sexual orientation, disability, coercive control, sexual harassment.</i>	<ul style="list-style-type: none"> 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 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. 	Numeracy: Making connections and comparisons. Sequence events. Statistics skills.
Spring 1		Online Relationships and Media <i>Internet, media, computer, technology, online, online safety, relationships, risks, information, data, explicit, indecent.</i>	<ul style="list-style-type: none"> 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. 	SMSC: Explain own beliefs. Interested in other's beliefs and religion. Enjoy learning about themselves. Enjoy learning about others. Enjoy learning about the world around them. Use imagination. Be creative. Reflect on own success. Recognise right and wrong. Respect the law. Understand consequences. Investigate moral and ethical issues. Offer reasoned views. Socialise with other pupils and other people. Mix with pupils or other people from different ethnic backgrounds.
Spring 2		Being Safe <i>Privacy, private, trust, safe touch, unsafe, stranger, abuse, emergency, first aid, law, consent.</i>	<ul style="list-style-type: none"> the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online). basic treatment for common injuries. life-saving skills, including how to administer CPR.15 	

			<ul style="list-style-type: none"> the purpose of defibrillators and when one might be needed. 	<p>Visit other communities. Volunteer. Cooperate with others. Resolve conflict. Accept British values. Engage in British values. Accept the rule of law. Accept individual liberty. Demonstrate mutual respect. Show tolerance for those with different faiths and beliefs. Contribute positively to life in modern Britain. Understand own ethnic background. Understand different ethnic backgrounds. Understand the range of cultures in school. Understand the range of cultures in Britain. Knowledge of our parliamentary system. Participate positively in art. Participate positively in music. Participate positively in sport. Participate positively in cultural opportunities. Interest in different faiths. Interest in different cultural diversity. Celebrate diversity. Knowledge of different religions in the local community/community. Knowledge of different socio-economic groups in the local community/Britain. Knowledge of different religions/ethnicities in Britain Knowledge of different religions/ethnicities in the world.</p> <p>Gatsby Benchmarks: Addressing the needs of each pupil. Linking curriculum learning to careers Personal guidance</p>
Summer 1		<p>Intimate and Sexual Relationships <i>This is only to be taught to pupils in KS3 and KS4. Any KS1 or KS2 pupils accessing Level 4 RSHE should cover 'The Changing Adolescent Body' from Health Education guidance.</i></p> <p><i>Relationship, intimate, respect, consent, loyalty, friendship, sex, health, reproductive, fertility, menopause, peer pressure, contraceptive, pregnancy, miscarriage, adoption, abortion, sexually transmitted infection.</i></p>	<ul style="list-style-type: none"> 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 to 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 (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through 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 advice and treatment. 	
Summer 2		<p>Mental Wellbeing</p> <p><i>Emotion, feeling, happy, excited, sad, angry, worried, mental health, physical health, exercise, hobbies, isolation, loneliness, anxiety, depression, wellbeing.</i></p>	<ul style="list-style-type: none"> how to recognise the early signs of mental wellbeing concerns. common types of mental ill health (e.g. anxiety and depression). how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness. 	
			<ul style="list-style-type: none"> 	

Intended impact:

For pupils to become successful and happy adults who make a meaningful contribution to society.
For pupils to develop key learning behaviours, in particular forming positive relationships with others.

Health Education covered as part of the existing curriculum in the following subjects:

- Internet Safety and Harms – Computing
- Physical Health and Fitness – PE
- Healthy Eating – Food Technology
- Drugs, Alcohol and Tobacco – Science
- Health and Prevention – Science
- Changing Adolescent Body – Science

