

RSHE (RELATIONSHIPS, SEX AND HEALTH EDUCATION) CURRICULUM MAP

Introduction:

Bedlington Academy is aware that children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

The aim of RSHE at Bedlington Academy is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage, civil partnership or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help students understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

The Relationships, Sex and Health Education (England) Regulations 2019 state that all secondary Academies must provide Relationships and Sex Education (RSE) to all students receiving secondary education as per section 34 of the Children and Social Work Act 2017. The regulations also make Health Education compulsory in Academies.

	RSHE KS3	RSHE KS4	Curriculum area KS3	Curriculum Areas KS4/KS5
RELATIONSHIPS AND SEX EDUCATION:				
Families <ul style="list-style-type: none"> • That there are different types of committed, stable relationships. • How these relationships might contribute to human happiness and their importance for bringing up children. • What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. 	Y7: Building relationships Y8: Relationship identity Y8: Online safety Y9: Respectful relationships	Year 10: Positive and unhealthy relationships Y10: Coercion Y10: Exploring influence Y10 Extremism and radicalisation Y11 Online relationships	Y7 Geog: Population Y7 Spanish: Family Y9 History: Holocaust	Y10/11 History: Nazi Germany Y10 Spanish: Family and relationships with family Y12 Spanish: changes in marriage and divorce. Advantages of marriage vs just living together or being single. The role of

<ul style="list-style-type: none"> • 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. • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others’ relationships); and, how to seek help or advice, including reporting concerns about others, if needed. 	<p>Y9 Intimate relationships</p>	<p>Y11 Harassment</p> <p>Y11 Domestic abuse</p> <p>Y11 Pregnancy</p>		<p>parents and grandparents in raising children. Gender violence and toxic relationships.</p> <p>Year 11 RE: Relationships and families</p>
<p><u>Respectful relationships, including friendships</u></p> <ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. • Practical steps they can take in a range of different contexts to improve or support respectful relationships. • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people’s beliefs. • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of 	<p>Y7 : Transition, diversity, building relationships</p> <p>Y8: Discrimination</p> <p>Y8: Gender identity, consent and introduction to contraception.</p> <p>Y9: Families, parenting, relationship changes, consent and conflict resolution</p>	<p>Y11: relationship challenges</p> <p>Y11: Assertive communication</p>	<p>Y7 RE: Suffering</p> <p>Y8 RE: Prejudice and Discrimination</p> <p>Y9 RE: Social justice</p> <p>Y9 History: Holocaust</p> <p>Y9 Music: Fusions</p> <p>Y7 ICT E safety: CSE and Online safety</p> <p>Y8 ICT E safety: Body Image and social media</p> <p>Y9 ICT E safety: Health vs Unhealthy relationships</p> <p>Y9 PE – Team Building</p> <p>Y7-9 Spanish: Cultural differences and similarities</p>	<p>Y10/11 History: Crime and Punishment and Weimar Republic and Nazi Germany</p> <p>Y10 RE: Relationships and Families</p> <p>Y10 Drama: ‘Face’ performance text</p> <p>Y10 English: Inspector Calls</p> <p>Y13 Geography: Human Rights</p> <p>Y11 BTEC Sport: Skills, qualities and attributes of a leader</p>

<p>bystanders to report bullying and how and where to get help.</p> <ul style="list-style-type: none"> • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control. • What constitutes sexual harassment and sexual violence and why these are always unacceptable. • The legal rights and responsibilities regarding equality (particularly with reference to protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal. 				<p>Y13 Spanish: Gender equality. Gender discrimination. Spanish law in relation to equality and gender violence. Racism and discrimination related to religion, language spoken or country of birth.</p>
<p><u>Online and media</u></p> <ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • What to do and where to get support to report material or manage issues online. • The impact of viewing harmful content. • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. • How information and data is generated, collected, shared and used online. 	<p>Y7: Skills and Aspirations</p> <p>Y7: Online communication</p> <p>Y8: Digital Literacy</p> <p>Y8 Term 3: Sexting</p> <p>Y9 Term 3: Pornography</p>		<p>Y7 ICT E safety: CSE and Online safety</p> <p>Y8 ICT E safety: Body Image and social media</p> <p>Y9 ICT E safety: Health vs Unhealthy relationships</p>	<p>Y10 History: Crime and Punishment</p> <p>Y12 Music: Media and advertising</p> <p>Y10 Spanish: Advantages and disadvantages of technology</p> <p>Y13 Spanish: Pros and cons of different types of technology. How to protect oneself from them. The effects of technology on relationships and society.</p>

<p><u>Intimate and sexual relationships, including sexual health</u></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. 	<p>Year 7: Building relationships (consent)</p> <p>Year 8: identity and relationships</p> <p>Y8: Identity and relationships</p> <p>Year 9: Intimate relationships</p>	<p>Year 10: Positive and unhealthy relationships, consent, pornography and the law.</p> <p>Y11: Assertive communication</p> <p>Y11 Term 2: Relationship challenges</p>	<p>Y7 Science: Genes unit. Adolescence and puberty. Sexual reproduction and gestation.</p> <p>Y9 ICT E safety: Health vs Unhealthy relationships</p>	<p>Y10 English: An Inspector Calls</p> <p>Y10 Science: Infection and immunity unit. STI including gonorrhoea, methods of contraception and reducing risk of the spread of disease.</p> <p>Y10 Science: Inheritance unit. IVF and ethics of the embryo use in research.</p> <p>Y11 RE: Relationships and family</p>
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<ul style="list-style-type: none"> • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. 				
HEALTH EDUCATION:				
<p><u>Mental Wellbeing</u></p> <ul style="list-style-type: none"> • That mental wellbeing is a normal part of daily life, in the same way as physical health. • That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online). • It is common for people to experience mental ill health. For many people who do, the problems can be 	<p>Year 7: Transition.</p> <p>Year 7: Health and puberty (mental health)</p> <p>Y7/8/9: Anxiety</p> <p>Y7/8/9: dealing with negative thoughts</p> <p>Y7/8/9: Selfcare</p> <p>Y7: Bullying</p> <p>Y8: Emotional wellbeing</p>	<p>Y10: Anxiety and stress.</p> <p>Y11: Anxiety and stress. Dealing with negative thoughts</p>	<p>Y7-9 Music to support mental health</p> <p>Y7-9 Art to support mental health</p> <p>Y7-9 PE: Sport to support mental health</p> <p>Y7-9 Geography: Field work opportunities</p> <p>Y7-9 ICT: E-safety</p>	<p>Y10 English: An Inspector Calls and Macbeth</p> <p>Y10-13 Music: to support mental health</p> <p>Y10-13: Geography fieldwork opportunities</p> <p>Y10-11 Core PE: Sport to support mental wellbeing</p> <p>Y11 BTEC Sport: Barriers to exercise and how to overcome them</p> <p>Y10 BTEC Sport: Healthy living</p>

<p>resolved if the right support is made available, especially if accessed early enough.</p>				
<p>Internet safety and harms</p> <ul style="list-style-type: none"> • That for most people the internet is an integral part of life and has many benefits. • About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • Why social media, some computer games and online gaming, for example, are age restricted. • That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • Where and how to report concerns and get support with issues online. 	<p>Y7: TransitionAnd social media presence</p> <p>Y8: Digitalliteracy</p>	<p>Y11: Relationships online</p>	<p>Year 7 ICT- E-Safety: CSE & Online safety,</p> <p>Year 8 ICT- E-Safety: Body Image & Social Media, Exploited, Social networking & Digital Footprint</p> <p>Year 9 ICT- E-Safety; Identifying healthy vs unhealthy relationships, Nudes in relationships, Online blackmail</p>	
<p>Physical health and fitness</p> <ul style="list-style-type: none"> • The characteristics and mental and physical benefits of an active lifestyle. • The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • The risks associated with an inactive lifestyle (including obesity). 	<p>Y7: Healthy routines</p> <p>Y9: Exercise</p>		<p>Y8 Science: Organisms, Healthy/Unhealthy diet, exercise and its role</p> <p>Y7-9 PE: 5 minute run each lesson. Termly fitness progress check. Importance of a healthy lifestyle.</p>	<p>Y10 Science: homeostasis, obesity and type 2 diabetes</p> <p>Y10-11 Core PE: 5 minute run each lesson. Termly fitness progress check.</p> <p>Y10 BTEC Sport: Unit 1 and Unit 3</p>

<ul style="list-style-type: none"> • How and when to seek support including which adults to speak to in school if they are worried about their health. 			<p>Y7-9 Food and Nutrition: Diet and lifestyle, nutrition for a healthy lifestyle</p>	<p>Y10 Spanish: healthy lifestyles</p>
<p>Healthy eating</p> <ul style="list-style-type: none"> • What constitutes a healthy diet (including understanding calories and other nutritional content). • The principles of planning and preparing a range of healthy meals. • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). 	<p>Y7: Health and puberty</p> <p>Y9 Term 2: Physical exercise, sleep and a balanced diet.</p>	<p>Y11 Term 2: Independence</p>	<p>Y7 History: Britain, Health and the Nation</p> <p>Y8 Science: Organisms, Healthy/Unhealthy diet, exercise and its role</p> <p>Y7 Food and nutrition: Nutrition, techniques in preparation and cooking, food science, special diets</p> <p>Y8 Food and nutrition: Food hygiene and safety, nutrition, techniques in preparation and cooking, Sustainability</p> <p>Y9 Food and nutrition: Food storage, food choice, food around the world, nutrition</p>	<p>Y10 -11 Food and nutrition: techniques in preparation and cooking, nutrition, food investigation, food preparation</p> <p>Y12/13 - L3 BTEC Sport: Lifestyle factors, modification strategies and diet</p>
<p>Drugs, alcohol and tobacco</p> <ul style="list-style-type: none"> • The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. 	<p>Y7: Health and puberty</p> <p>Y8: Alcohol and drugs risks. Peer pressure</p> <p>Y9: Substance misuse</p>	<p>Y10: Influence and impact of drugs</p>	<p>Y8 Science: Effects of drugs, alcohol and smoking</p> <p>Y8 ICT: County Lines</p>	<p>Y10 BTEC Sport: Lifestyle and fitness</p> <p>Y12 L3 BTEC Sport: Lifestyle and fitness</p>
<p>Health and prevention</p>	<p>Y7: Transition</p>	<p>Y10: Transition</p>		<p>Y10 Science: Waves</p>

<ul style="list-style-type: none"> • How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • The facts and science relating to allergies, immunisation and vaccination. 	<p>Y8: Transition</p> <p>Y9 :Transition</p> <p>Y7: Healthy routines</p>	<p>Y11: Transition</p> <p>Y11: Personal health plans</p>		
<p><u>Basic first aid</u></p> <ul style="list-style-type: none"> • How to make a clear and efficient call to emergency services if necessary. • Concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	<p>Year 9: First aid</p>	<p>Y11: First Aid</p>		
<p><u>Changing adolescent body</u></p> <ul style="list-style-type: none"> • Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • About menstrual wellbeing including the key facts about the menstrual cycle. 	<p>Y7 Term 2: Health and puberty</p>		<p>Y7 Science - Genes</p>	<p>Y10 Science - Menstrual cycle</p>