

## **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:				
<u>Families</u>	Y7: Term 1 – building	Year 10: Positive and	Y7 Geog: Population	Y10/11 History: Nazi
<ul> <li>That there are different types of committed, stable</li> </ul>	relationships	unhealthy relationships		Germany
relationships.			Y7 Spanish: Family	
<ul> <li>How these relationships might contribute to human</li> </ul>	Y8: Relationship	Y10: Coercion		Y10 Spanish: Family and
happiness and their importance for bringing up children.	identity		Y9 History: Holocaust	relationships with family
• What marriage is, including their legal status e.g. that		Y10: Exploring influence		
marriage carries legal rights and protections not	Y8: Online safety			Y12 Spanish: changes in
available to couples who are cohabiting or who have		Y10 Extremism and		marriage and divorce.
married, for example, in an unregistered religious	Y9: Respectful	radicalisation		Advantages of marriage
ceremony.	relationships			vs just living together or
		Y11 Online relationships		being single. The role of



• Why marriage is an important relationship choice for	Y9 Intimate	Y11 Harassment		parents and
many couples and why it must be freely entered into.	relationships			grandparents in raising
<ul> <li>The characteristics and legal status of other types of</li> </ul>		Y11 Domestic abuse		children. Gender
long-term relationships.				violence and toxic
<ul> <li>The roles and responsibilities of parents with respect</li> </ul>		Y11 Pregnancy		relationships.
to raising of children, including the characteristics of				
successful parenting.				Year 11 RE: Relationships
<ul> <li>How to: determine whether other children, adults or</li> </ul>				and families
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.				
Respectful relationships, including friendships	Y7 term 1: Transition	Y11 Term 2: relationship	Y7 RE: Suffering	Y10/11 History: Crime
• The characteristics of positive and healthy friendships		challenges	Y8 RE: Prejudice and	and Punishment and
(in all contexts, including online) including: trust,	Y7 Term 2: Diversity		Discrimination	Weimar Republic and
respect, honesty, kindness, generosity, boundaries,		Y11 Term 2: Assertive	Y9 RE: Social justice	Nazi Germany
privacy, consent and the management of conflict,	Y7 Term 3: Building	communication		
reconciliation and ending relationships. This includes	relationships		Y9 History: Holocaust	Y10 RE: Relationships
different (non-sexual) types of relationship.				and Families
<ul> <li>Practical steps they can take in a range of different</li> </ul>	Y8 Term 2:		Y9 Music: Fusions	
contexts to improve or support respectful relationships.	Discrimination			Y10 Drama: 'Face'
<ul> <li>How stereotypes, in particular stereotypes based on</li> </ul>			Y7 ICT E safety: CSE and	performance text
sex, gender, race, religion, sexual orientation or	Y8 Term 2: Gender		Online safety	
disability, can cause damage (e.g. how they might	identity, consent and			Y10 English: Inspector
normalise non-consensual behaviour or encourage	introduction to		Y8 ICT E safety: Body Image	Calls
prejudice).	contraception.		and social media	
• That in school and in wider society they can expect to				Y13 Geography: Human
be treated with respect by others, and that in turn they	Y9 Term 2: Families,		Y9 ICT E safety: Health vs	Rights
should show due respect to others, including people in	parenting, relationship		Unhealthy relationships	
positions of authority and due tolerance of other	changes, consent and		Y9 PE – Team Building	Y11 BTEC Sport: Skills,
people's beliefs.	conflict resolution			qualities and attributes
<ul> <li>About different types of bullying (including</li> </ul>			Y7-9 Spanish: Cultural	of a leader
cyberbullying), the impact of bullying, responsibilities of			differences and similarities	



<ul> <li>bystanders to report bullying and how and where to get help.</li> <li>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>What constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> <li>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.</li> </ul>			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.
<ul> <li>Online and media</li> <li>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>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.</li> <li>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>What to do and where to get support to report material or manage issues online.</li> <li>The impact of viewing harmful content.</li> <li>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.</li> <li>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> <li>How information and data is generated, collected, shared and used online.</li> </ul>	Y7 Term 1: Skills and Aspirations Y7 Term 3: Online communication Y8 Term 3: Digital Literacy Y8 Term 3: Sexting Y9 Term 3: Pornography	Y7 ICT E safety: CSE and Online safety Y8 ICT E safety: Body Image and social media Y9 ICT E safety: Health vs Unhealthy relationships	<ul> <li>Y10 History: Crime and Punishment</li> <li>Y12 Music: Media and advertising</li> <li>Y10 Spanish: Advantages and disadvantages of technology</li> <li>Y13 Spanish: Pros and cons of different types of technology. How to protect oneself from them. The effects of technology on relationships and society.</li> </ul>



Intimate and sexual relationships, including sexual	Year 7 Term 3: Building	Year 10 Term 2: Positive	Y7 Science: Genes unit.	Y10 English: An Inspector
health	relationships (consent)	and unhealthy	Adolescence and puberty.	Calls
<ul> <li>How to recognise the characteristics and positive</li> </ul>		relationships, consent,	Sexual reproduction and	
aspects of healthy one-to-one intimate relationships,	Year 8 Term 3: identity	pornography and the	gestation.	Y10 Science: Infection
which include mutual respect, consent, loyalty, trust,	and relationships	law.	8000000	and immunity unit. STI
shared interests and outlook, sex and friendship.			Y9 ICT E safety: Health vs	including gonorrhoea,
• That all aspects of health can be affected by choices	Y8 Term 3: Identity and	Y11 Term 2: Assertive	Unhealthy relationships	methods of
they make in sex and relationships, positively or	relationships	communication	officially relationships	contraception and
negatively, e.g. physical, emotional, mental, sexual and				reducing risk of the
reproductive health and wellbeing.	Year 9 Term 3: Intimate	Y11 Term 2:		-
• The facts about reproductive health, including fertility,	relationships	Relationship challenges		spread of disease.
and the potential impact of lifestyle on fertility for men				
and women and menopause.				Y10 Science: Inheritance
• That there are a range of strategies for identifying and				unit. IVF and ethics of the
managing sexual pressure, including understanding peer				embryo use in research.
pressure, resisting pressure and not pressurising others.				
• That they have a choice to delay sex or to enjoy				Y11 RE: Relationships
intimacy without sex.				and family
• 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.				
<ul> <li>How the use of alcohol and drugs can lead to risky</li> </ul>				
sexual behaviour.				



• How to get further advice, including how and where to				
access confidential sexual and reproductive health				
advice and treatment.				
HEALTH EDUCATION:				
Mental Wellbeing	Year 7 Term 1:	Y10 Term 1: Anxiety and	Y7-9 Music to support	Y10 English: An Inspector
• That mental wellbeing is a normal part of daily life, in	Transition.	stress.	mental health	Calls and Macbeth
the same way as physical health.				
<ul> <li>That there is a normal range of emotions (e.g.</li> </ul>	Year 7 Term 2: Health	Y11 Term 1: Anxiety and	Y7-9 Art to support mental	Y10-13 Music: to support
happiness, sadness, anger, fear, surprise, nervousness)	and puberty (mental	stress. Dealing with	health	mental health
and scale of emotions that all humans experience in	health)	negative thoughts		
relation to different experiences and situations.			Y7-9 PE: Sport to support	Y10-13: Geography
<ul> <li>How to recognise and talk about their emotions,</li> </ul>	Y7/8/9 Term 1: Anxiety		mental health	fieldwork opportunities
including having a varied vocabulary of words to use				
when talking about their own and others' feelings.	Y7/8/9 Term 1: dealing		Y7-9 Geography: Field work	Y10-11 Core PE: Sport to
<ul> <li>How to judge whether what they are feeling and how</li> </ul>	with negative thoughts		opportunities	support mental
they are behaving is appropriate and proportionate.				wellbeing
<ul> <li>The benefits of physical exercise, time outdoors,</li> </ul>	Y7/8/9 Term 1: Self		Y7-9 ICT: E-safety	
community participation, voluntary and service-based	care			Y11 BTEC Sport: Barriers
activity on mental wellbeing and happiness.				to exercise and how to
• Simple self-care techniques, including the importance	Y7 Term 2: Bullying			overcome them
of rest, time spent with friends and family and the				
benefits of hobbies and interests.	Y8 Term 3: Emotional			Y10 BTEC Sport: Healthy
<ul> <li>Isolation and loneliness can affect children and that it</li> </ul>	well being			living
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				



if accessed early enough.     Internet safety and harms     Y7 Term 1: Transition     X11 Term 2:     Year 7 1CT- E-Safety: CSE &       Online safety and harms     And social media presence     Y11 Term 2:     Year 7 1CT- E-Safety: CSE &       Online safety, and others' mental and physical wellbeing.     Y1 Term 3: Digital literacy     Y8 Term 3: Digital literacy     Y8 Term 3: Digital literacy     Y8 Term 3: Digital literacy       Year 8 ICT- E-Safety: Body Image & Social Media, Exploited, Social networking & Digital Footprint     X9 Digital Footprint       Year 9 ICT- E-Safety: Bidoy Image & Social media, some computer games and online gaming, for example, are age restricted.     Y8 Term 3: Digital literacy     Year 9 ICT- E-Safety: Bidoy Image & Social Media, Exploited, Social networking & Digital Footprint       Year 9 ICT- E-Safety: Bidoy Image & Social media, some computer games and online gaming, for example, are age restricted.     Y1 Term 2:       That the internet can also be a negative place where online including understanding that information, including that from search engines, is ranked, selected and targeted.     Y7 Term 2: Healthy routines     Y8 Science: Organisms, Healthy/Unhealthy diet, exercise and its role       Where and how to report concerns and get support with issues online.     Y10 Science: Y10 Scien	resolved if the right support is made available, especially				
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<ul> <li>How and when to seek support including which adults to speak to in school if they are worried about their health.</li> <li>Healthy eating         <ul> <li>What constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>The principles of planning and preparing a range of healthy meals.</li> <li>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).</li> </ul> </li> <li>Drugs, alcohol and tobacco         <ul> <li>The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul> </li> </ul>	Physical eep and a	Die for pendence and Y8 He exe Y7 Nu pre foc Y8 hyg nu pre	-9 Food and Nutrition: et and lifestyle, nutrition r a healthy lifestyle History: Britain, Health d the Nation Science: Organisms, ealthy/Unhealthy diet, ercise and its role Food and nutrition: utrition, techniques in eparation and cooking, od science, special diets Food and nutrition: Food giene and safety, trition, techniques in	Y10 Spanish: healthy lifestyles Y10 -11 Food and nutrition: techniques in preparation and cooking, nutrition, food investigation, food preparation Y12/13 - L3 BTEC Sport: Lifestyle factors, modification strategies and diet
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		Y8	ICT: County Lines	Y12 L3 BTEC Sport:
drugs risks	Peer			Lifestyle and fitness
pressure				
	Substance			
misuse	Substance			
Health and prevention Y7 Term 1:		erm 1: Transition		Y10 Science: Waves



• How to recognise early signs of physical illness, such as	Y8 Term 1: Transition	Y11 Term 1: Transition		
weight loss, or unexplained changes to the body.				
• About safe and unsafe exposure to the sun, and how	Y9 Term 1: Transition	Y11 Term 2: Personal		
to reduce the risk of sun damage, including skin cancer.		health plans		
• The importance of sufficient good quality sleep for	Y7 Term 2: Healthy			
good health and that a lack of sleep can affect weight,	routines			
mood and ability to learn.				
<ul> <li>About dental health and the benefits of good oral</li> </ul>				
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.				
<ul> <li>The facts and science relating to allergies,</li> </ul>				
immunisation and vaccination.				
Basic first aid	Year 9 Term 2: First aid	Y11 Term 2: First Aid		
<ul> <li>How to make a clear and efficient call to emergency</li> </ul>				
services if necessary.				
• Concepts of basic first-aid, for example dealing with				
common injuries, including head injuries.				
Changing adolescent body	Y7 Term 2: Health and		Y7 Science - Genes	Y10 Science - Menstrual
• Key facts about puberty and the changing adolescent	puberty			cycle
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.				