

## **The Wellbeing RSE (Relationship and Sex Education) Curriculum map overview from September 2020**

This is an overview of the Wilmslow High School's Wellbeing RSE Curriculum for the new statutory framework issued by the Department for Education (an extract of which can be found at the end of this document). The framework covers two sections, Physical Health and Mental Wellbeing and Relationship and Sex Education (RSE).

The overview below details the themes for each year group and gives a brief description of the content to be covered in each of these sections. The parts highlighted in yellow indicate content that is new to the Wellbeing Programme in light of the new compulsory framework. Those that are not yellow were already part of the existing programme at WHS, although they now may be taught in more detail.

This learning journey and subsequent scheme of work has been designed using the statutory framework, suggested programmes of study from the PSHE Association and our knowledge as teachers of the students in the WHS community.

As a school we are required to cover all the content within the statutory framework, but we have the flexibility to choose at what point different topics are covered. It is of great importance the timings of these lessons fall when students have the emotional maturity to discuss the issues of Relationships and Sex Education, but that it is not left until it is 'too late'.

Parents / Carers will have the right to withdraw their child from some or all of the sex education delivered as part of the statutory RSE up until three terms before the child turns 16 (e.g. if your child is 16 in August then the child cannot be withdrawn from the start of Year 11. If your child is 16 in September they cannot be withdrawn from the start of Year 10).

We see significant value and importance in the content of the RSE curriculum in ensuring our students can grow into confident, well-informed individuals, who are able to thrive in modern society. It is therefore important to us that the curriculum we provide for Wellbeing is suitable for the vast majority of students. Those statements with a \* after them are currently those topics that we are considering as ones in which a parent / carer will have the right to withdraw their child/children from.

As part of the consultation process we would like to ask for your feedback on the structure of this new Wellbeing Curriculum programme. We have arranged a 'virtual' Parental Consultation Evening on Thursday 12<sup>th</sup> November. Please see the covering letter for further details.

|        | Health and Wellbeing   | Relationships   | Health and Wellbeing  | Relationships  |
|--------|--|---|---|--|
| Year 7 | <p><b>Transition and safety</b><br/>Transition to secondary school and personal safety in and outside school, including first aid.</p>   | <p><b>Diversity</b><br/>Diversity, prejudice, and bullying. What it means to be prejudice, what bullying is and how to get support.</p>   | <p><b>Health and puberty</b><br/>Puberty – the changes that occur during puberty. Periods and period poverty. How to recognise the emotional changes that occur during puberty and how to manage them.</p>  | <p><b>Building relationships</b><br/>Self-worth, different types of relationships (friends, parents, partners etc), love and respect in relationships.<br/>Romance and friendships (including online) and relationship boundaries (for all types of relationships). Female genital mutilation – understanding what it is and why it is a criminal act.</p> |
| Year 8 | <p><b>Emotional wellbeing</b><br/>Mental health and emotional wellbeing. The impact of social media on wellbeing, including body image.<br/>Similarities and differences between online world and physical world.<br/>Harmful online behaviour - trolling</p>                  | <p><b>Discrimination</b><br/>What discrimination is and the different types of discrimination. How to be accepting of people's differences and foster kindness in the community.</p>  | <p><b>Self-care</b><br/>Managing physical health – importance of sleep, diet and exercise<br/>Understanding the physical restrictions or difficulties others may face.<br/>Coping strategies for managing mental and emotional health.<br/>Stem cell and organ donation</p>           | <p><b>Identity and relationships</b><br/>Understanding gender and sexual orientation.<br/>Understanding the change in feelings towards people we are attracted to and how we manage that.<br/>Positive intimate relationships (including understanding boundaries)*<br/>What and why contraception is used*<br/>Grooming</p>                               |
| Year 9 | <p><b>Peer influence and gangs</b><br/>Understanding what makes teenagers more susceptible to peer pressure<br/>Healthy and unhealthy friendships,<br/>How to be assertive with peers,<br/>Understanding what a gang is, why people join them and the links to knife crime</p> | <p><b>Respectful relationships</b><br/>What a family is and the relationships within it. Respectful relationships and forced marriages.<br/>Managing conflict within families.<br/>Coping with loss, separation, divorce and bereavement;</p> | <p><b>Healthy lifestyle</b><br/>The importance of looking after your physical health. Taking responsibility for your own health, including sun-safety and self-examination (particularly testicular cancer).<br/>Impact of drugs and alcohol on the body, the law, and addiction.</p> | <p><b>Intimate relationships</b><br/>How the media and the internet distorts relationships and sex, including pornography*<br/>Understanding readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex*<br/>A healthy intimate relationship involves trust, respect and consent.*</p>  |

|         |   |  |   |   |
|---------|---|--|---|---|
|         |   |  |   | <p>Understanding what consent means in an intimate relationship.*<br/> The risks of unprotected sex, including unwanted pregnancy.*<br/> Communicating in relationships.<br/> Managing pressure to send or post sexualised images online,<br/> managing pressure within relationships.*</p>   |
| Year 10 | <p><b>Mental health</b><br/> Understanding your own mental health<br/> Addressing mental health stigma, and ways of safeguarding health<br/> Techniques for managing changing life situations and its impact on mental health.</p>                            | <p><b>Healthy relationships</b><br/> Identifying healthy and unhealthy relationships and sex expectations*<br/> Addressing myths around sex, pleasure and expectations.*<br/> Analysing the impact of the media and pornography*<br/> Abusive relationships, including the law and strategies for support.</p> | <p><b>Exploring influence</b><br/> Influence of gangs and the law in relation to carrying a weapon.<br/> Strategies for accessing help if a person realises they find themselves under the influence of a gang or group.<br/> Influence of drugs and alcohol – mental and physical effects of drugs and alcohol. How they affect behaviour and risk taking. How they affect choices and sexual behaviour.</p> | <p><b>Influences - Addressing extremism and radicalisation</b><br/> What extremism, terrorism and radicalization mean.<br/> Understanding why people may become radicalized.<br/> How social media and the internet can distort stories and information and target it to particular individuals.<br/> How to tackle extremism</p>   |
| Year 11 | <p><b>Building for the future</b><br/> Techniques for managing stress and managing time effectively.<br/> How stress factors can affect mental and physical health<br/> Developing self-efficacy (self-motivation, restraint, positive behaviour choices)</p> | <p><b>Communication in relationships</b><br/> Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse</p>   | <p><b>Independence</b><br/> Responsible health choices (including sexual health screening), and safety. First aid.</p>  | <p><b>Families</b><br/> Different families and parental responsibilities, including young parenthood.<br/> Understanding adoption, fostering, and choices for unintended pregnancy. Where to get help and support. Differing people's opinions on abortion and contraception use<br/> Discussing the choice to marry and forced marriage<br/> How to cope with changing relationships (i.e. breakups)</p> |

Below is an extract from the statutory guidance released by the Department for Education. This extract contains all the content that should be covered in school by the end of Year 11 from September 2020.

The full document can be found here: <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

## Relationships and Sex Education (RSE):

|   |  |
|---|--|
| <p><b>Families</b></p>  | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that there are different types of committed, stable relationships.</li> <li>• how these relationships might contribute to human happiness and their importance for bringing up children.</li> <li>• 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.</li> <li>• why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> <li>• the characteristics and legal status of other types of long-term relationships.</li> <li>• the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li> <li>• 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.</li> </ul>   |
| <p><b>Respectful relationships, including friendships</b></p> | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• 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).</li> <li>• 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.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of 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> </ul> |

|   |  |
|---|--|
|   | <ul style="list-style-type: none"> <li>the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</li> </ul>   |
| <b>Online and media</b>   | <p>Pupils should know</p> <ul style="list-style-type: none"> <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> |
| <b>Being safe</b>   | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>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.</li> <li>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).</li> </ul>   |
| <b>Intimate and sexual relationships, including sexual health</b> | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</li> <li>that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>that they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>the facts about the full range of contraceptive choices, efficacy and options available.</li> </ul>  |

|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>• the facts around pregnancy including miscarriage.</li> <li>• 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).</li> <li>• 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.</li> <li>• about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>• how the use of alcohol and drugs can lead to risky sexual behaviour.</li> <li>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul> |
|--|--|

### Physical health and mental wellbeing:

|                                  |  |
|----------------------------------|--|
| <b>Mental wellbeing</b>          | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> <li>• that happiness is linked to being connected to others.</li> <li>• how to recognise the early signs of mental wellbeing concerns.</li> <li>• common types of mental ill health (e.g. anxiety and depression).</li> <li>• 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.</li> <li>• the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</li> </ul>  |
| <b>Internet safety and harms</b> | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.</li> <li>• how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</li> </ul> |

|                                    |   |
|------------------------------------|---|
| <b>Physical health and fitness</b> | Pupils should know <ul style="list-style-type: none"> <li>the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</li> <li>the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health.</li> <li>about the science relating to blood, organ and stem cell donation.</li> </ul>  |
| <b>Healthy eating</b>              | Pupils should know <ul style="list-style-type: none"> <li>how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</li> </ul>   |
| <b>Drugs, alcohol and tobacco</b>  | Pupils should know <ul style="list-style-type: none"> <li>the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.</li> <li>the law relating to the supply and possession of illegal substances.</li> <li>the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</li> <li>the physical and psychological consequences of addiction, including alcohol dependency.</li> <li>awareness of the dangers of drugs which are prescribed but still present serious health risks.</li> <li>the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</li> </ul> |
| <b>Health and prevention</b>       | Pupils should know <ul style="list-style-type: none"> <li>about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</li> <li>about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.</li> <li>(late secondary) the benefits of regular self-examination and screening.</li> <li>the facts and science relating to immunisation and vaccination.</li> <li>the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</li> </ul>   |
| <b>Basic first aid</b>             | Pupils should know <ul style="list-style-type: none"> <li>basic treatment for common injuries.</li> <li>life-saving skills, including how to administer CPR.</li> <li>the purpose of defibrillators and when one might be needed.</li> </ul>  |

**Changing adolescent body**

Pupils should know

- key facts about puberty, the changing adolescent body and menstrual wellbeing.
- the main changes which take place in males and females, and the implications for emotional and physical health.