

AQUINAS Church of England Education Trust

"Life - Transforming - Learning"

RHSE Overview

The secondary academies are free to determine an age-appropriate, developmental curriculum which meets the needs of young people and includes the statutory content outlined in section 4 of this policy. Each school will detail the timetable of delivering the curriculum including what is taught in each year group, detailed on their website. Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

RSE subject overview

1. RSHE will continue to develop pupils' knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

2. **Families**

By the end of secondary education, pupils will know:

- 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.
- 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 children, including the characteristics of successful parenting.

Pupils will also know 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 recognise this in others' relationships.
- How to seek help or advice if needed, including reporting concerns about others.

3. **Respectful relationships, including friendships**

By the end of secondary education, pupils will know:

- 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 relationships.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- How stereotypes, particularly those based on sex, gender, race, religion, sexual orientation or disability, can cause damage, e.g. how they might normalise non-consensual behaviour.
- That in school and 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 bystanders to report bullying and how and where to seek help.

- The types of behaviour in relationships that can be criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and violence and why these are always unacceptable.
- The legal rights and responsibilities regarding equality, with reference to the protected characteristics defined in the Equality Act 2010, and that everyone is unique and equal.

4. Online and media

By the end of secondary education, pupils will know:

- Their rights, responsibilities and opportunities online, and that the same expectations of behaviour apply in all contexts.
- About online risks, including that material shared with another person 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 they receive.
- 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 is a criminal offence which carries severe penalties, including jail.
- How information and data is generated, collected, shared and used online.

5. Being safe

By the end of secondary education, pupils will know:

- 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 – this includes online.

6. Intimate and sexual relationships, including sexual health

By the end of secondary education, pupils will know:

- 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 and 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 both men and women.
- The 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 enjoy intimacy without sex.
- The facts about the full range of contraceptive choices, their effectiveness and options available.
- The facts around pregnancy including miscarriage.
- That there are choices in relation to pregnancy, with legally and medically 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) are transmitted, how risk can be reduced through safer sex and the importance of 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.

RSE programmes of study

The secondary academies are free to determine an age-appropriate, developmental curriculum which meets the needs of young people and includes the statutory content outlined in section 4 of this policy.

Year 7

- Puberty and reproduction: consolidation of KS2 learning;
- Gender identity and sexuality: difference between sex, gender and sexuality;
- Healthy relationships: features of a healthy relationship;
- Female genital mutilation (FGM): associated risks and its status as a criminal act;
- Recognising and responding to bullying and abuse: including online;
- Asking for help: developing the confidence and skills.

Year 8

- The HPV vaccine: the purpose and importance of immunisation;
- Relationships and attraction: recognising diversity in relationships;
- Sexuality and attraction: recognising diversity in sexuality;
- Marriage, forced marriage and the law: consent and sexual activity;
- Sexting: understanding the risks and consequences including how to respond;
- Peer support: knowing when to break confidence for safety.

Year 9

- Self-esteem: understanding the impact of changing relationships;
- Sex and the media: including pornography influences on behaviour;
- Consent: respecting the right to give, withhold and withdraw consent;
- Contraception: an introduction to contraceptive methods;
- STI's and how to prevent them: rights and responsibilities to be healthy;
- Accessing information, advice and guidance: right to confidentiality.

Year 10

- Body image, the media and cosmetic procedures: idealised and artificial body shapes;
- Gender identity and sexuality: diversity in gender expression and sexuality within relationships;
- Healthy relationships: understanding consent within sexual activities;
- Readiness for sexual intimacy: communicating the right not to engage in sexual activities;
- Contraception: barrier methods to prevent STI transmission within a range of sexual activities;
- Pregnancy pathways: emergency contraception, abortion and the law.

Year 11

- Testicular and breast examination: identifying and responding to cancer concerns;
- Sex in the media: the impact on sexual norms and ethics within sexual relationships;
- Healthy relationships: asserting a response to unhealthy and abusive relationships;
- Consent: recognising and understanding coercion and persuasion within relationships;
- Contraception: communicating and negotiating the effective use of contraception;
- Pregnancy pathways: exploring options for unintended teenage pregnancy and parenthood.

Please refer to the relevant academy's website for specific details of the curriculum for each year group at the academy, when the topics will be delivered and the teachers that will be responsible for delivering the curriculum.

Health education subject overview

The physical health and mental wellbeing curriculum will continue to develop pupils' knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

1. Mental wellbeing

By the end of secondary education, pupils will know:

- How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
- That happiness is linked to being connected to others.
- 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.

2. Internet safety and harms

By the end of secondary education, pupils will know:

- The similarities and differences between the online world and the physical world, including the impact of unhealthy or obsessive comparison with others online, over-reliance on online relationships, the risks related to online gambling, how information is targeted at them and how to be a discerning consumer of information online.
- 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.

3. Physical health and fitness

By the end of secondary education, pupils will know:

- The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
- The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health.
- About the science relating to blood, organ and stem cell donation.

4. Healthy eating

By the end of secondary education, pupils will know:

- How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

5. Drugs, alcohol and tobacco

By the end of secondary education, pupils will know:

- The facts about legal and illegal drugs and their associated risks, including the link between drug use and serious mental health conditions.
- The law relating to the supply and possession of illegal substances.
- The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
- The physical and psychological consequences of addiction, including alcohol dependency.
- Awareness of the dangers of drugs which are prescribed but still present serious health risks.
- The facts about the harms from smoking tobacco, the benefits of quitting and how to access the support to do so.

6. Health and prevention

By the end of secondary education, pupils will know:

- About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
- About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
- The benefits of regular self-examination and screening at the age appropriate time.
- The facts and science relating to immunisation and vaccination.
- The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

7. Basic first aid

By the end of secondary education, pupils will know:

- Basic treatments for common injuries.
- Life-saving skills, including how to administer CPR, which are age appropriate.
- The purpose of defibrillators and when one might be needed.

8. Changing adolescent body

By the end of secondary education, pupils will 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.

Health education programmes of study

The secondary academies are free to determine an age-appropriate, developmental curriculum which meets the needs of young people and includes the statutory content outlined in section 6 of this policy.

Year 7

- Asking for help with mental health;
- The sleep factor!
- Healthy Food! Healthy Me!

Year 8

- Mental health and depression;
- Mental health: no stigma allowed
- First-aid.

Year 9

- Self-esteem;
- Media and body image.
- Cyber bullying;
- Self-harm;
- Mental health: everyone deserves to be happy.

Year 10

- Media messages and me;
- Alcohol;
- Smoking;
- Drugs.

Year 11

- Check yourself out! Testicular and breast examination;
- Sleep;

- Blood, organ and stem cell donation;
- Gambling and addiction.

Please refer to the relevant academy's website for specific details of the curriculum for each year group at the academy, when the topics will be delivered and the teachers that will be responsible for delivering the curriculum.

Delivery of the curriculum

1. The majority of the RHSE and health education curriculum will be delivered through the PSHE curriculum, science, physical education, computer science and religious education.
2. Through effective organisation and delivery of the subject, the academies will ensure that:
 - Core knowledge is sectioned into units of a manageable size.
 - The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
 - Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.
3. RSHE complements several national curriculum subjects. Where appropriate, the academies will look for opportunities to make links between the subjects and integrate teaching.
4. The RSHE curriculum will be delivered by appropriately trained members of staff.
5. The curriculum will proactively address issues in a timely way in line with current evidence on pupil's physical, emotional and sexual development.
6. RSHE will be delivered in a non-judgemental, age-appropriate, factual and inclusive way that allows pupils to ask questions in a safe environment.
7. Teaching of the curriculum reflects requirements set out in law, particularly in the Equality Act 2010 and where appropriate, pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.
8. Schools are free to determine when it is appropriate to teach pupils about LGBTQ+.
9. At the point the primary academies consider it appropriate to teach pupils about LGBTQ+, this content is fully integrated into the relationships, sex and health curriculum, rather than delivered as a standalone unit or lesson. Pupils will be taught about LGBTQ+ in Year 6; however, we will always consider the development and maturity of pupils before teaching this topic.
10. The secondary academies will integrate LGBTQ+ content into the RSE curriculum. This content will be taught as part of the overall curriculum, rather than a standalone topic or lesson, and will be included in lessons on *[insert when these lessons will take place]*. LGBTQ+ content will be approached in a sensitive, age-appropriate and factual way that allows pupils to explore the features of stable and healthy same-sex relationships.
11. All teaching and resources are assessed by the RSHE leader to ensure they are appropriate for the age and maturity of pupils, are sensitive to their religious backgrounds and meet the needs of any SEND, if applicable.
12. Classes may be taught in segregated groups dependent on the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single sex groups.
13. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.
14. Inappropriate images, videos, etc. will not be used, and resources will be selected with sensitivity given to the age and cultural background of pupils. All teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.
15. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the E-safety Policy, and Acceptable Terms of Use Agreement of each academy.

16. Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programmes accordingly.
17. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriate to the pupil's age.
18. The curriculum will be designed to focus on boys as much as girls and activities will be planned to ensure both are actively involved, matching their different learning styles.
19. Teachers will focus heavily on the importance of marriage and healthy relationships when teaching RSHE, though sensitivity will always be given as to not stigmatise pupils on the basis of their home circumstances.
20. Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.
21. Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work.
22. In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.
23. At all points of delivery of the curriculum, parents will be consulted, and their views will be valued. What will be taught and how, will be planned in conjunction with parents.
24. Classes may be taught in segregated groups, dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single sex groups.

Curriculum links

1. The secondary academies seek opportunities to draw links between RSHE and other curriculum subjects wherever possible to enhance pupils' learning.
2. RSHE will be linked to the following subjects:
 - Citizenship – pupils are provided with the knowledge, skills and understanding to help prepare them to play a full and active part in society, including an understanding of how laws are made and upheld and how to make sensible decisions.
 - Science – pupils are taught about the main external parts of the body and changes to the human body as it grows, including puberty.
 - ICT and computing – pupils are taught about how they can keep themselves safe online and the different risks that they may face online as they get older.
 - PE – pupils can develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and lead healthy, active lives.
 - PSHE – pupils learn about respect and difference, values and characteristics of individuals.

Assessment

The academies have the same high expectations of the quality of pupils' work in RSHE as for other curriculum areas. Lessons are planned to provide suitable challenge to pupils of all abilities. Assessments are used to identify where pupils need extra support or intervention.

There are no formal examinations for RSHE. However, to assess pupil outcomes, the academies will capture progress in the following ways:

- Tests
- Written assignments
- Self-evaluations

Responding to pupils' questions

There will always be sensitive and controversial issues within the subjects of RSHE. These may be a matter of age and stage appropriateness or contrasting personal beliefs including those originating from faith perspectives and culture. We believe that children are best educated and protected from harm when they are provided with a safe and supportive space to discuss issues openly within the framework of a class working agreement. At the end of every lesson, pupils will be provided with an opportunity to ask questions. Teachers will answer questions as fully as they feel age and stage appropriate based on the level of knowledge demonstrated by pupils during the lesson. Teachers may delay answering a pupil's question if they need time to consult with a colleague or the school leadership team to construct an appropriate answer.

Teachers can refuse to answer a question that they feel is inappropriate and will never answer personal questions. If a teacher does not answer a question, the pupil will have the reasons clearly explained and the teacher will work with the pupil to identify suitable sources of information where they can obtain an answer to their question. This may include encouraging the pupil to ask a parent/carer or trusted adult at home.