

RSHE EDUCATION: LONG-TERM OVERVIEW

| | Autumn 1 <i>Self Awareness</i> | Autumn 2 <i>Self care, Support & Safety</i> | Spring 1 <i>Managing Feelings</i> | Spring 2 <i>Changing & Growing</i> | Summer 1 <i>Healthy Lifestyle</i> | Summer 2 <i>The World I Live In</i> |
|----------------|--|---|---|---|--|---|
| Year 7 | Things we are good at Kind & unkind behaviours | Taking care of ourselves Feeling unwell, frightened or worried | Identifying & expressing feelings | Baby to adult Changes at puberty | Healthy eating Taking care of physical health | Respecting differences between people Jobs people do |
| Year 8 | Playing & working together People who are special to us | Trust Public & private | Managing strong feelings | Dealing with touch Different types of relationships Puberty | Keeping well Mental wellbeing | Rules & laws Taking care of the environment |
| Year 9 | Getting on with others Personal strengths | Keeping safe online Accidents & risk | Self-esteem & unkind comments | Puberty Friendships | Healthy Lifestyles | Belonging to a community Diversity/rights and responsibilities |
| Year 10 | Transition to KS4 Skills for learning | Emergency situations Keeping safe | Romantic feelings & sexual attraction | Healthy & unhealthy relationship behaviour | Body image Medicinal drugs | Manging online information Preparation for adulthood |
| Year | Prejudice & discrimination Managing pressure | Public & private Keeping safe online | Expectations of relationships/abuse | Intimate relationships, consent & contraception Long term relationships/parenthood | Drugs, alcohol & tobacco Mental health | Manging finances Preparation for adulthood |

| | | | |
|----------|---|--|--|
| | | <ul style="list-style-type: none"> • To identify simple ways some germs/illnesses may be spread • To describe different ways we keep ourselves healthy and well. • Identify what feeling unwell, worried etc might look like • To identify names and feelings associated with not feeling safe (e.g. worried, scared, frightened) • To identify trusted adults who can help us if we feel this way. • To explain how we know when we might need to ask for help. • To identify when someone might need first aid because they are hurt/ injured | |
| Spring 1 | Identifying & expressing feelings | <ul style="list-style-type: none"> • To identify what facial expressions might look like when representing different emotions/ feelings. • To identify things that make us feel happy. • To identify things that may make us cry/feel sad. • To identify what makes us feel upset, angry, worried, anxious, frightened. • To identify signs, actions, facial expressions, body language which can help us identify how others might be feeling. • To explain why no-one has the right to make us feel unhappy, afraid, worried, and sad or make us do things we do not want to. • To explain that everyone experiences a range of feelings at different times (e.g. feeling happy, excited, sad, angry, fearful, surprised, nervous). | |
| Spring 2 | Baby to adult Changes at puberty | <ul style="list-style-type: none"> • To identify some of the differences between a baby, child and adult. • To describe how our needs have changed since we were a baby. • To describe some of the things we can do now that we couldn't do when we were younger. • To identify stages of the human life cycle. • To recognise correct vocabulary for some of the main body parts, including genitalia. | |

| | | | |
|----------|--|--|--|
| | | <ul style="list-style-type: none"> • To describe the main physical differences between male and female bodies, including the onset of menstruation at puberty (when appropriate). • To use correct vocabulary to name male and female reproductive organs. • To describe what happens during puberty, including mood swings, emotional changes, menstruation, hair growth, skin and voice changes. | |
| Summer 1 | <p>Healthy eating</p> <p>Taking care of physical health</p> | <ul style="list-style-type: none"> • To identify foods that we like and dislike to eat. • To identify some examples of healthy foods. • To explain why some foods are healthier than others. • To explain what it means to eat a healthy, balanced diet. • To describe which foods we should only eat occasionally and explain why eating too much of them could harm our health. • To recognise the importance of simple rules for sun safety. • To describe simple hygiene routines e.g. brushing teeth • To identify and explain how the physical activities we enjoy doing help to keep us healthy • To describe what might happen if we don't take care of our personal hygiene. | |
| Summer 2 | <p>Respecting differences between people</p> <p>Jobs people do</p> | <ul style="list-style-type: none"> • To identify simple differences and similarities between people. • To identify some differences and similarities between people in terms of ethnicity, culture, religious identity etc. (protected characteristics in the Equality Act 2010). • To identify possible reasons for why some people might be rude or unkind towards others because they are 'different' (prejudiced) and treat them unfairly because of it (discriminate). • To explain why we should not 'like' or 'forward' such comments online; identify whom we could talk to about them. • To identify some different jobs that people we know do • To identify some of the ways in which different adults who work in school contribute to school life • To identify a job we might like to do in the future. | |

- To identify jobs people do in the wider community that can help in an emergency (fire-fighters, police, ambulance staff, hospital staff);
- To explain how the community is helped through the work public services
- To explain why we should not call emergency services for a joke or a dare;
- To describe the possible impact this might have on ourselves or others.

Year 8 termly overview

| Half term | topic | In this unit of work students learn . . . | Resources/teacher notes |
|-----------|--|--|-------------------------|
| Autumn 1 | Playing & working together People who are special to us | <ul style="list-style-type: none"> • To identify people who are special to us • To be able to let people know how we feel about them. • To identify what 'family' and why it is important • To identify the people who make up our family. • To describe positive feelings we may have when we spend time with friends and family. • To describe what makes our family, friends, teachers, carers special to us. • To explain that if people we like do unkind things to us or our friends we do not have to tolerate it. • To identify ways in which we can get help if people have been unkind to us or our friends • To identify how we can show that we are ready to learn e.g. good listening • To explain what we mean by 'being fair' to one another. • To identify some actions/ behaviours that show we are being polite and courteous to other people and why it is important to listen to others | |

| | | | |
|----------|--|--|--|
| | | <ul style="list-style-type: none"> To explain what we can do/ say or whom we can tell if someone does not respect our privacy, or shares something with us that makes us feel uncomfortable. | |
| Spring 1 | Managing strong feelings | <ul style="list-style-type: none"> To identify some different ways of communicating feelings and needs to others. To demonstrate vocabulary/ communication skills to express a range of different feelings To recognise ways we can help ourselves to feel better if we are feeling sad or upset. To be able to identify simple strategies that can help us manage not so good (uncomfortable) feelings and the people who can help us. To give simple reasons why it is important that others know how we are feeling. To describe some simple ways we can help others to feel better if they are feeling sad or upset. To explain that when we get upset, angry or frustrated our actions can affect others as well as ourselves. To describe or demonstrate how to respond appropriately to others' feelings. | |
| Spring 2 | Dealing with touch Different types of relationships | <ul style="list-style-type: none"> To understand ways we can let people who help us know if we are not comfortable with the way we are being touched. To be able to explain when and why physical contact may be inappropriate (e.g. it causes us to feel upset, hurts us, we feel uncomfortable about it). To identify occasions when it might be okay for someone to make us feel uncomfortable (injections, cleaning cuts or grazes); that these might be when we are unwell, injured or need medical treatment. To explain how we can respect other people's right to protect their bodies from inappropriate/ unwanted touching. To identify someone we could safely go to for help if we are worried about ourselves or someone else. To be able to recognise give different types of relationships e.g. friendship, family Identify the people who make up our family. | |

- To be able to explain how rules help us; rules we have in the classroom and at home
- To be able to explain how rules and laws help us to live and work with other people outside of school.
- To identify what might happen if we did not have rules and laws or if people ignored them.

Year 9 termly overview

| Half term | Topic | What students will learn... | Teacher notes/ resources |
|-----------|--|--|--------------------------|
| Autumn 1 | Getting on with others Personal strengths | <ul style="list-style-type: none"> • To describe times when we may feel unhappy with our friends or family members. • To describe ways in which friends, classmates, family members may disagree and 'fall out'. • To be able to demonstrate some ways of 'making up' after a falling out. • To identify how to treat ourselves and others with respect. • To describe what it means to 'fall out' with friends or family. • To be able to identify that our feelings about other people can change and that this is okay. • To identify what we can say, do or whom we can tell if we are worried or unhappy in a friendship or relationship. • To identify some of our own personal strengths and skills (things we are really good at or can do really well). • To identify that everyone has different strengths and how this is ok • To identify different types of personal strengths e.g. social, personal • To identify some simple strategies to help manage negative opinions/ comments | |
| Autumn 2 | Keeping safe online | <ul style="list-style-type: none"> • To be able to describe some ways that we use to communicate, including online. • To identify some risks of communicating online. | |

| | | | |
|----------|-------------------------------|--|--|
| | Accidents & risk | <ul style="list-style-type: none"> • To be able to describe simple ways of keeping safe online, such as using passwords or having adult help to access the internet • To identify things that we should never share online without checking with a trusted adult first. • To be able to explain how other people's identity online can be different to what it actually is in real life. • To be able to identify a trusted adult if we feel uncomfortable whilst online e.g. sending images • To describe what is meant by personal safety. • To be able to explain what is meant by the terms risky (something that could go wrong/have harmful consequences) and dangerous (something that will always hurt us, e.g. fire). • To identify trusted adults who can help us in risky situations and strategies we can use to help ourselves. • To be able to identify ways of reducing risk and keeping safe in the street, on roads, during travel, in the park, on our own. • To be able to recognise when it is ok to take a risk (e.g. trying something new). • To understand that although we cannot prevent all accidents from happening, it is still important to still take steps to reduce and manage risk. | |
| Spring 1 | Self-esteem & unkind comments | <ul style="list-style-type: none"> • To identify what self-esteem is • To identify how we can improve our own self-esteem • To be able to understand how can we help others to improve their self esteem • To understand how unkind comments can affect a person's self-esteem • To be able to give examples of situations in which unkind comments might be made • What adult to speak to us if we feel low in self esteem • How can we make ourselves and others feel good about themselves • To demonstrate polite and assertive ways of challenging unkind comments directed at us or others. | |

| | | | |
|----------|---|--|--|
| Spring 2 | Puberty Friendships | <ul style="list-style-type: none"> • To be able to describe the main physical differences between male and female bodies, including the onset of menstruation at puberty (when appropriate). • To be able to use correct vocabulary to name male and female reproductive organs. • What happens during puberty, including menstruation and wet dreams/ejaculation, • That during and after puberty, some people enjoy masturbating, and this should be done in private. • To explain the features of a healthy and positive friendship or family relationship. • What happens when feelings for a friend begin to change • What might these feelings look like • Which adults can be spoken to | |
| Summer 1 | Healthy Lifestyles | <ul style="list-style-type: none"> • What a healthy lifestyle is • What foods can help us keep a healthy diet • describe some of the different ways to be physically healthy. • How exercise helps us to stay healthy • Which types of food should be consumed in moderation • What may happen if food isn't consumed in moderation • Why it is important to get plenty of sleep • What might happen to our bodies if we don't look after them. | |
| Summer 2 | Belonging to a community Diversity/rights and responsibilities | <ul style="list-style-type: none"> • To identify some different groups that we may belong to (e.g. family, school, clubs, faith). • How being part of a group makes us feel. • To identify different groups that make up our community e.g. religion • To be able to suggest ways we can help people to feel welcome in the different groups and communities we belong to. • To identify what is meant by having rules in school, at home and in the wider world. • To identify some of the different kinds of rights and responsibilities we have in and outside school. • Identify why stereotyping is unfair. | |

- | | | | |
|--|--|--|--|
| | | <ul style="list-style-type: none">• That different cultures and faith groups have the right to practise their customs and beliefs within British law.• Who we can talk to if we are worried about our rights or those of other people.• To recognise that everyone has 'human rights' and that the law protects these rights | |
|--|--|--|--|

YEAR 10 TERMLY OVERVIEW

| Half term | Topic | In this unit of work students learn . . . | Resources/teacher notes |
|-----------|--|---|-------------------------|
| Autumn 1 | Transition to KS4 Skills for learning | <ul style="list-style-type: none"> • routines and expectations of KS4 • how to manage the challenges of moving to a new key stage • how to maintain and manage friendships • how to improve study skills • how to identify, express and manage their emotions in a constructive way • how to identify personal strengths and areas for development • simple strategies we can use to help us be organised in our learning. • how we might achieve our targets and goals (e.g. breaking longer term goals down into several short term targets). • how it feels to achieve a target. • ways we can develop our strengths and skills through practice. • ways in which our current learning will help us in the future. • how our personal strengths, interests and skills may help us in our future lives, choices or employment. • ways of managing emotions in relation to future employment aspirations. | |
| Autumn 2 | Emergency situations Keeping safe | <ul style="list-style-type: none"> • to explain ways to keep safe in school and the community. • to identify some examples of school procedures that help us keep safe (e.g. fire or emergency evacuation, drills, corridor rules, playground rules) • how to report an accident in school. • actions that we all have to undertake in school to keep safe (e.g. lining up, keeping quiet, and why these are essential). • how to call 999 in the case of an emergency. | |

| | | | |
|----------|--|---|--|
| | | <ul style="list-style-type: none"> • why it is essential to follow instructions in an emergency situation in and outside school. • how to identify typical hazards at home and in school • how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen • about fire safety at home including the need for smoke alarms • the importance of following safety rules from parents and other adults • how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety | |
| Spring 1 | Romantic feelings & sexual attraction | <ul style="list-style-type: none"> • to identify what it means to like someone. • to describe the difference between 'liking' someone and 'fancying' someone. • how part of growing up might be to experience strong feelings about people we like or fancy. • that people can 'like' or 'fancy' someone of the same or different gender, race, ability or religion • to demonstrate appropriate use of the vocabulary associated with sex, sexual reproduction, gender identity and sexual orientation. • that everyone of all genders and sexual orientation is unique, special and worthy of respect. • reliable sources of advice and explain how to seek advice and help regarding gender, sexuality and intimate relationships, including managing feelings about these. | |
| Spring 2 | Healthy & unhealthy relationship behaviour | <ul style="list-style-type: none"> • some key features of positive friendships/ relationships, and how they can make us feel. • how to deal with times when we might feel angry or sad because of someone's behaviour towards us. | |

| | | | |
|----------|--|--|--|
| | | <ul style="list-style-type: none"> • expectations of friendships/relationships (e.g. spending time together, sharing interests). • the positive qualities people bring to relationships (e.g. kindness, support, being able to compromise, listening, sharing feelings or worries). • how we expect people to behave towards us in friendships and relationships. • the differences between positive/healthy and negative/unhealthy relationships. • people we can talk to about relationships. • the aspects of relationships that we are responsible for (e.g. being respectful, honest and kind). • positive strategies to manage inappropriate behaviour towards us. • to recognise that some types of behaviour within relationships are against the law (e.g. hitting/hurting someone, telling someone what to do all the time, not allowing someone to make choices). • what we can do if we are worried or concerned about an unhealthy relationship. • what is meant by compromise and demonstrate some ways to compromise. • how the media portrayal of relationships may not reflect real life but may affect our expectations. • sources of support for us or someone we know who is experiencing abusive behaviour. | |
| Summer 1 | <p>Body image</p> <p>Medicinal drugs</p> | <ul style="list-style-type: none"> • to describe our thoughts and feelings about how different bodies are portrayed in the media. • ways in which images of people may be manipulated in the media/social media and therefore not reflect reality. • why some people might want to change the way they look. | |

| | | | |
|----------|---|--|--|
| | | <ul style="list-style-type: none"> • what is meant by body image. • some influences on young people to look a particular way, and the impact of these on emotional wellbeing. • what is meant by self-esteem. • ways we can maintain self-esteem in relation to body image. • some of the risks associated with cosmetic/aesthetic procedures (e.g. piercings, tattoos, tanning). • why advertisers might use manipulated images and how recognising this might influence our responses. • about different health professionals (doctors, dentists, nurses) and how they take care of us. • what is meant by a 'medicine'. • the difference between over the counter medicines and those prescribed by a doctor. • some examples of over the counter medicines. • how medicines, when used responsibly can help us to take care of our health (e.g. painkillers when we have a headache). • the importance of taking over the counter and prescribed medicines correctly. • that all drugs can have risks to health, even if they are legal or have been prescribed | |
| Summer 2 | <p>Managing online information</p> <p>Preparation for adulthood</p> | <ul style="list-style-type: none"> • that data about us can be collected online, and used, for example, to determine what information and advertising we are shown. • ways in which we can recognise when we are being manipulated by online content or contact, and ways to respond. • Strategies to support online safety (e.g. knowing how to block people on social media, using the CEOP report button). • about options post-16 and career pathways | |

| | | | |
|--|--|---|--|
| | | <ul style="list-style-type: none">• about application processes, including writing CVs, personal statements and interview technique• about opportunities in learning and work• that there are different types of living arrangement, including adult care, residential care and living independently.• what is meant by having a 'job'.• that there are different ways of financing adult life and independent living (e.g. paid work, personal independence payments).• that there are different types of employment e.g. paid/unpaid (voluntary), full time/part time, work placements.• about different jobs that family members, friends and people in the community may do.• to identify aspirations for adult life (which may or may not include employment and independent living).• to describe the kind of job we might like to do when we are older and what we expect it to be like.• that some jobs are paid more than others and money is one factor which may influence a person's job or career choice. | |
|--|--|---|--|

YEAR 11 TERMLY OVERVIEW

| Half term | Topic | In this unit of work students learn . . . | Resources/teacher notes |
|-----------|--|---|-------------------------|
| Autumn 1 | Prejudice & discrimination Managing pressure | <ul style="list-style-type: none"> • what it means to treat others in a kind and fair way. • that everyone is unique and special and no one should be treated unfairly. • what prejudice means and what it means to discriminate against someone. • some examples of different forms of prejudice and discrimination we may have seen/heard about (e.g. based on religion, gender, age, race, disability, sexual orientation). • what stereotyping means. • simple constructive strategies for responding to prejudice and discrimination. • that stereotypes based on religion, gender, age, race, disability or sexual orientation, can cause harm (e.g. how they might normalise non-consensual behaviour or encourage prejudice). • what it means to be kind and unkind. • ways of telling a trusted adult if someone is being unkind to us. • what is meant by teasing, hurtful and bullying behaviour. • that we do not need to put up with someone being unkind, hurtful, abusive to, or bullying, us. • what is meant by peer pressure and peer influence. • some of the ways in which pressure might be put on us by other people, including online. • ways we might challenge peer pressure. • to recognise different types of bullying (including online) and what the impact of bullying might be. | |

| | | | |
|----------|---|--|--|
| | | <ul style="list-style-type: none"> • strategies to help us if we are being bullied, including online. • how to recognise the difference between friendship groups and gangs; describe some of the risks of becoming part of a gang. • strategies that can be used if someone is using pressure to persuade us to do something including online. • the responsibilities of bystanders to report bullying and hurtful behaviour. • to identify trusted adults/services that can help us if we or someone we know has been the target of unkind, hurtful, abusive or bullying behaviour, including online. • that we can sometimes put ourselves under pressure to do what others are doing, or what we think others want us to do. • ways of safely responding if we experience or witness unacceptable behaviours. • reasons why we might put ourselves under pressure, and how others may apply pressure or encourage us to join a group or a gang; exit strategies and how to access appropriate support. • about the risks and law relating to carrying a weapon. | |
| Autumn 2 | Public & private Keeping safe online | <ul style="list-style-type: none"> • what is meant by private and what is meant by public. • about things that should be kept private, and some things that are okay to share with our special people, friends, or with everyone. • that no one has the right to make us share a photo of ourselves, or give information about ourselves or others, online and reasons why being asked to share a photo of ourselves might not be a safe thing to do. • about aspects of our lives that we may wish to keep private, even if others choose to share these things about themselves. • what is appropriate and inappropriate to share online. • how to manage requests to share a photo, or information about ourselves or others online, including how to report. | |

| | | | |
|----------|---|--|--|
| | | <ul style="list-style-type: none"> • specific ways of keeping ourselves safe online (e.g. secure passwords, never giving out personal details or passwords, not lending our mobile phone, covering our computer's camera when not in use). • that sharing and/or viewing sexual images of anyone under 18 (including those created by anyone under 18) is against the law and understand what could happen next (e.g. police involvement, parent/carer involvement, prosecution) and the impact on self and others. • understand that there are online 'scams' (ways that people may try to trick us online); identify what some of these ways of deceiving people might be (e.g. phishing, fake email addresses). • how to ask for help and whom to go to if we have seen something upsetting or done something online that we are now worried about or regret. | |
| Spring 1 | Expectations of relationships/abuse | <ul style="list-style-type: none"> • what makes a good, equal relationship • how we should feel in a positive safe relationship • about relationship values and the role of pleasure in relationships • about myths, assumptions, misconceptions and social norms about sex, gender and relationships • about various forms of relationship abuse • about unhealthy, exploitative and abusive relationships • how to access support in abusive relationships and how to overcome challenges in seeking support | |
| Spring 2 | Intimate relationships, consent & contraception Long term relationships/parenthood | <ul style="list-style-type: none"> • about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex • about myths and misconceptions relating to consent • about the continuous right to withdraw consent • about STIs, effective use of condoms and negotiating safer sex • about the consequences of unprotected sex, including pregnancy • how the portrayal of relationships in the media and | |

| | | | |
|----------|---|---|--|
| | | <p>pornography might affect expectations</p> <ul style="list-style-type: none"> • how to assess and manage risks of sending, sharing or passing on sexual images • how to secure personal information online • about different types of families and changing family structures • how to evaluate readiness for parenthood and positive parenting qualities • about pregnancy, birth and miscarriage • about unplanned pregnancy options, including abortion • about 'honour based' violence and forced marriage and how to safely access support | |
| Summer 1 | Drugs, alcohol & tobacco Mental health | <ul style="list-style-type: none"> • that there are some common legal drugs (e.g. nicotine and alcohol). • that there are special rules (laws) around the selling and consumption of nicotine and alcohol, and why they exist. • Benefits of not smoking/vaping or drinking alcohol, or of delaying use. • that most young people choose not to smoke/vape, drink alcohol or use drugs. • that there are special rules (laws) around supplying or possessing illegal substances, and why they exist. • some of the risks and possible consequences of drinking alcohol, smoking and other drugs on the body. • how misusing substances/alcohol might impact on relationships. • when, why and how to ask for help in relation to drugs and alcohol. • how drugs/alcohol can affect how people feel, influence their ability to make decisions and can contribute to causing accidents. • how pressure to use substances can come from a variety of sources, including people we know. | |

| | | | |
|----------|---|---|--|
| | | <ul style="list-style-type: none"> • why we might put ourselves under pressure to try substances such as smoking and drinking (e.g. to fit in or not to feel left out). • some strategies to resist pressure to smoke, drink alcohol or use illegal drugs. • the long term personal and social risks of substance misuse. • about reliable sources of support or advice if we are worried about ourselves or someone else in relation to substance misuse. • what mental health and emotional wellbeing are. • some simple ways to maintain our emotional wellbeing (e.g. relaxing, being with friends/family, listening to music). • the link between physical health and mental wellbeing. • to recognise when we need help with mental health or emotional wellbeing and whom we can speak to. • why it is important to seek help for ourselves or others if we are worried about unhealthy coping behaviours (e.g. self-harm or disordered eating). • some healthy coping strategies that can help if we are struggling to maintain our emotional wellbeing. • how we can help friends or family who might be feeling stressed or unhappy. • things that can prevent people from seeking help with mental health issues (e.g. stigma). • reliable sources of advice and support for mental health and emotional wellbeing • some strategies for challenging stereotypes and stigma relating to mental health. | |
| Summer 2 | Managing finances Preparation for adulthood | <ul style="list-style-type: none"> • how to effectively budget and evaluate savings options • how to prevent and manage debt, • strategies for managing influences related to gambling, including | |

online

- how to manage risk in relation to financial activities
- strategies for overcoming challenges or adversity
- about responsibilities in the workplace
- how to manage practical problems and health and safety
- how to maintain a positive personal presence online