Programme of Learning for Year 7

NB: Due to the fact that RSHE needs to be responsive to safeguarding or community contexts, topics may be shifted at short notice.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
School Wide RSE Topics	**RSE: Families**	**RSE: Online Safety**	**RSE: Sex and Sexual Relationships**	**No RSE**	**RSE: Respectful Relationships**	**RSE: Being Safe (Sex and Relationships)**
FHS Learning Journey	Diversity in happy family life (Gender) (Religious backgrounds) Marriage, Civil Partnership, 'common law marriage myth' Where to get help if needed (possible pathways after disclosure) ORACY Focus – Listening to understand not listening to respond: Step 1 is asking for clarity (sentence starters provided)	Overview of how to be safe online, what to look out for, and how to handle worries or problems safely.	Sex should be safe when you're older; Age appropriateness; Question: What do you do if you can't reach your trusted adult? What's the plan then?		Introduction to consent (focus on generally) Our behaviour impacts others: respect and equity are key. Acceptance and celebration > tolerance – how to.	Consent and boundaries are the building blocks of healthy relationships. Kindness and care require more than consent. Harmful Sexual Behaviour is a criminal offense, and victims/survivors should receive support. FGM awareness, including virginity testing and hymenoplasty. Grooming and gangs: Avoiding pressure. Judging trustworthiness.
RSHE Guidelines	That there are different types of committed, stable relationships. Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-	Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. (In depth) Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues. The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present	That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive. That some sexual behaviours can be harmful. How and where to seek support for concerns around sexual relationships including sexual violence or harms. How to counter misinformation, including signposting towards medically accurate information and further advice, and where to		The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't	How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent. The concepts and laws relating to harms which are exploitative, including sexual

	legally binding religious ceremony. That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children. How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust.	highly exaggerated or idealised profiles of themselves online. (In brief) Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images. What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online. About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them. That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice. How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns.	access confidential sexual and reproductive health advice and treatment.		automatically make it ethically ok. How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal. What tolerance requires, including the importance of tolerance of other people's beliefs.	exploitation, criminal exploitation and abuse, grooming, and financial exploitation. The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible. That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others. 3. How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed.

School Wide H&W Topics	Health and Wellbeing: Safeguarding and Stressors	Health and Wellbeing: Body Choices –setting up for success	Health and Wellbeing: Thoughts - Challenging negative thoughts and breaking stress up	Health and Wellbeing: Actions - Face your fears; problem solving; stepping out of your comfort zone*	Health and Wellbeing: Panicky feelings / Sleep and Prevention (of negative health outcomes)	Health and Wellbeing: Wellbeing Boost – Gratitude, compassion, and values in application
FHS Learning Journey	Emotional Language Stress and 'ups and downs' vs mental health issues. 'Your best' has a limit. Identifying what makes us feel better or worse Expectations of puberty	Movement for health and wellbeing Puberty and hygienic routines Reasons to avoid vaping (body centred)	Coping strategies for anxiety, emphasis on joining in again after a set back.	Sensible risk awareness and choices around roads, trains, and water DSMF Visit: Problem solving around Drugs and alcohol	Sleep, teeth, and hygiene	Prioritising healthy habits and connection with others Identifying our own values, questioning what is more important than money, noticing differences between the school's, home's, community or religious settings', and ours. Applying our values to knives and knife crime
RSHE Guidelines	How to talk about their emotions accurately and sensitively, using appropriate vocabulary That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal. Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully-presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to	That physical activity can promote wellbeing and combat stress. The facts about puberty, the changing adolescent body, including brain development. The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.	Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it's possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it.	How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways – including level crossings - and water (including the water safety code), and in unfamiliar social or work settings (for example the first time a young person goes on holiday without their parents). The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health.	The importance of sufficient good-quality sleep for good health, the importance of screen-free time before bed and removing phones from the bedroom, and how a lack of sleep can affect weight, mood and ability to learn. Dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing. Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics.	The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness. That happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed. Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime.

	be labelled as mental health conditions. That happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed. The main changes which take place in males and females, and the implications for emotional and physical health.			The law relating to the supply and possession of illegal substances. The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol. The physical and psychological consequences of problem-use of alcohol, including alcohol dependency.		The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an educational tool. Children should be taught that carrying weapons is uncommon, and should not be scared into the perception that many young people are carrying knives (which can lead to the misconception that they need to carry a knife too).

*(This unit looks at avoidance and behaviours, emphasising the metaphorical ‘getting back on the horse’ to enjoy life safely)

On – Line Programme of Learning for Year 8

NB: Due to the fact that RSHE needs to be responsive to safeguarding or community contexts, topics may be shifted at short notice.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
School Wide RSE Topics	**RSE: Families**	**RSE: Online Safety**	**RSE: Sex and Sexual Relationships**	**No RSE**	**RSE: Respectful Relationships**	**RSE: Being Safe (Sex and Relationships)**
FHS Learning Journey	Diversity in happy family life (Gender) (Cultural Ethnicity) Relationships and raising children How families and relationships change (birth death, separation, new relationships) ORACY Focus – Listening to understand not listening to respond: Step 1 is asking for clarity (sentence starters provided)	Behaving online with the same high standards as offline. Sexual images (ownership, creation, and sharing) is illegal and how to get help. Pornography can negatively impact expectations and behaviour as well as encourage attitudes such as misogyny. Online scams and the risks of sextortion.	Sex should be safe when you're older. How to report concerns and find advice. Consent Contraception		Self esteem and a positive self relationship Bullying and the role of bystanders Ending relationships and friendships cleanly and safely for all.	Consent and boundaries are the building blocks of healthy relationships. Kindness and care require more than consent. Harmful Sexual Behaviour is a criminal offense, and victims/survivors should receive support. ROCK: Anti grooming Defining sexual harassment and its being unacceptable (never victim blaming) Increasing personal safety (never victim blaming)

RSHE Guidelines	That there are different types of committed, stable relationships. How these relationships might contribute to wellbeing, and their importance for bringing up children. How families and relationships change over time, including through birth, death, separation and new relationships.	Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime. What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online. That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it. That criminals can operate online scams, for example using fake	That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive. That some sexual behaviours can be harmful. How and where to seek support for concerns around sexual relationships including sexual violence or harms. How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment. The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex. Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent. The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support		The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others. The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.	How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation. How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions. What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never

		websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion.	contraceptive decision-making.			the fault of the person experiencing it. That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting.
School Wide H&W Topics	**Health and Wellbeing: Safeguarding and Stressors**	**Health and Wellbeing: Body Choices –setting up for success**	**Health and Wellbeing: Thoughts - Challenging negative thoughts and breaking stress up**	**Health and Wellbeing: Actions - Face your fears; problem solving; stepping out of your comfort zone***	**Health and Wellbeing: Panicky feelings / Sleep and Prevention (of negative health outcomes)**	**Health and Wellbeing: Wellbeing Boost – Gratitude, compassion, and values in application**
FHS Learning Journey	Emotional Language Stress and 'ups and downs' vs mental health issues 'Your best' has a limit. Wellbeing online, the worries and concerns we have now, and those which may arise.	Movement for health and wellbeing. Healthy eating Oral hygiene Smoking (ROCK Vaping)	Coping strategies for anxiety, emphasis on joining in again after a set back. Stress of conflict and violence and how to manage these dynamics and situations during and after Gambling risks and how to handle them	Challenging peers and recognising online influence: choosing our own path.	Mental health conditions in some detail. Compared to stress and life's ups and downs.	Prioritising healthy habits and connection with others Critically evaluate what truly helps and hinders our wellbeing. Apply the above to make helpful decisions about our online lives. Questioning what is more important than money.
RSHE Guidelines	How to talk about their emotions accurately and sensitively, using appropriate vocabulary That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal. Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully-presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions. About the benefits of limiting time spent online, the risks of excessive time	That physical activity can promote wellbeing and combat stress. How to maintain healthy eating Dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing consumption of sugar-containing food and drinks, and regular check-ups at the dentist.	Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it's possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it. How to develop key social and emotional skills that will increase pupils' safety from	How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media.	That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal. Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully-presented factual information about the prevalence and characteristics of more serious mental health	The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness. That happiness is linked to being connected to others. How to critically evaluate which activities will contribute to their overall wellbeing. About the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the

	spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. 2. 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; the impact that an over-reliance on online relationships, including relationships formed through social media, can have. 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. The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt. How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories. The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online. The serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it.	The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so. (ROCK The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.)	involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure. That gambling can lead to serious mental health harms, including anxiety, depression, and suicide, and that some gambling products are more likely to cause these harms than others.		conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions.	impact of positive and negative content online on their own and others' mental and physical wellbeing.

On – Line Programme of Learning for Year 9

NB: Due to the fact that RSHE needs to be responsive to safeguarding or community contexts, topics may be shifted at short notice.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
School Wide RSE Topics	**RSE: Families**	**RSE: Online Safety**	**RSE: Sex and Sexual Relationships**	**No RSE**	**RSE: Respectful Relationships**	**RSE: Being Safe (Sex and Relationships)**
FHS Learning Journey	Diversity in happy family life (Sexuality) (Traditional vs modern/ generational belonging) ROCK Marriage and Civil Partnership Forced marriage and arranged marriage (age changed from 16 to 18 in England as of 2023) ORACY Focus – Listening to understand not listening to respond: Step 1 is asking for clarity (sentence starters provided)	Behaving online with the same high standards as offline. Keeping our private selves private online. Online bullying and abusive behaviour	Sex should be safe when you're older. How to report concerns and find advice. ROCK: Contraception Choices in pregnancy Sexually Transmitted Infections		Stereotypes and misogyny Subcultures online including 'incels' and 'influencers'.	Consent and boundaries are the building blocks of healthy relationships. Kindness and care require more than consent. Harmful Sexual Behaviour is a criminal offense, and victims/survivors should receive support. ROCK Anti grooming Sexual violence Abuse Pornography as representing some harmful sexual behaviours.

RSHE Guidelines	That there are different types of committed, stable relationships. ROCK Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony. That forced marriage and marrying before the age of 18 are illegal.	Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. In detail: Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images. ROCK That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone	That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive. That some sexual behaviours can be harmful. How and where to seek support for concerns around sexual relationships including sexual violence or harms. How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment. ROCK The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision-making. That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help. How the different sexually transmitted infections		How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice. Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called “involuntary celibates” (incels) or online influencers.	How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation. The concepts and laws relating to sexual violence, including rape and sexual assault. The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language. The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.

		under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime. ROCK What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns.	(STIs), including HIV/AIDs, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment.			That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed. That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful.

School Wide H&W Topics	Health and Wellbeing: Safeguarding and Stressors	Health and Wellbeing: Body Choices –setting up for success	Health and Wellbeing: Thoughts - Challenging negative thoughts and breaking stress up	Health and Wellbeing: Actions - Face your fears; problem solving; stepping out of your comfort zone*	Health and Wellbeing: Panicky feelings / Sleep and Prevention (of negative health outcomes)	Health and Wellbeing: Wellbeing Boost – Gratitude, compassion, and values in application
FHS Learning Journey	Emotional Language Stress and 'ups and downs' vs mental health issues 'Your best' has a limit. Mortality Bodies	Movement for health and wellbeing. ROCK Puberty Endometriosis, PCOS, and gynaecological health generally	Coping strategies for anxiety, emphasis on joining in again after a set back. Drugs and mental health issues	Drugs as avoidance and the real issues that can occur as a result	ROCK: Sleep for wellbeing First Aid – how to administer; coping during emergency situations; self care afterward	Prioritising healthy habits and connection with others ROCK: Critically judge what truly makes you happy in the long term. Managing conflict and violence in line with our values. Questioning what is more important than money. Responsibility: Self examination and screening.
RSHE Guidelines	How to talk about their emotions accurately and sensitively, using appropriate vocabulary That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal. Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully-presented factual information about the prevalence and characteristics of more	That physical activity can promote wellbeing and combat stress. ROCK The facts about puberty, the changing adolescent body, including brain development. About menstrual and gynaecological health, including: what is an average period; period problems such as premenstrual syndrome; heavy menstrual bleeding; endometriosis; and polycystic ovary syndrome (PCOS). When to seek help from healthcare professionals.	Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it's possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it. That the co-occurrence of drug use and poor mental health is common and that the relationship is bi-directional: mental health problems can increase the risk of drug use, and drug use can trigger mental health problems or exacerbate existing ones.	The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health. The law relating to the supply and possession of illegal substances. The dangers of the misuse of prescribed and over-the-counter medicines.	Basic treatment for common injuries and ailments. Life-saving skills, including how to administer CPR.11 The purpose of defibrillators, when one might be needed and who can use them.	The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness. That happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed.

	serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions. The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health. Factual information about the prevalence and characteristics of more serious health conditions. the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease. The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease. The impacts of alcohol on diet and unhealthy weight gain.		That stopping smoking can improve people's mental health and decrease anxiety.			How to critically evaluate which activities will contribute to their overall wellbeing. How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure. The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening.

On – Line Programme of Learning for Year 10

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
School Wide RSE Topics	**RSE: Families**	**RSE: Online Safety**	**RSE: Sex and Sexual Relationships**	**No RSE**	**RSE: Respectful Relationships**	**RSE: Being Safe (Sex and Relationships)**
FHS Learning Journey	Diversity in happy family life. (Sexuality) (Political beliefs) Diverse families raising families ROCK: How families change over time Who is a trusted adult? How might these labels evolve? ORACY Focus – Listening to understand not listening to respond: Step	Behaving online with the same high standards as offline. Inappropriate content online ('traumatises children without them knowing') including violence, weapons, and degradation of women including in pornography. What to do if you come across this.	Sex should be safe when you're older. How to report concerns and find advice. Consent: age and capacity Choices made about sex can impact all areas of our health and wellbeing, positively and negatively.		Communicating respectfully with everyone, including strangers (timed with work experience). Power dynamics within a range of relationships.	Consent and boundaries are the building blocks of healthy relationships. Kindness and care require more than consent. Harmful Sexual Behaviour is a criminal offense, and victims/survivors should receive support. ROCK Anti grooming Strangulation and suffocation are criminal offenses

	1 is asking for clarity (sentence starters provided)	Financial exploitation in pornography Data collecting and sharing online for (eg) targeted advertising: 'If a product is free, you are the product' Discuss.				What to do following abusive behaviour (own or received)
RSHE Guidelines	That there are different types of committed, stable relationships. How these relationships might contribute to wellbeing, and their importance for bringing up children. ROCK: How families and relationships change over time, including through birth, death, separation and new relationships. ROCK: How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust.	Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong. That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes	That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive. That some sexual behaviours can be harmful. How and where to seek support for concerns around sexual relationships including sexual violence or harms. How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment. The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex. 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. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.		The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict. How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others.	How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation. That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death. How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on

		which can negatively influence those who see it. How information and data is generated, collected, shared and used online. That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising).				where to report abuse, and where to seek medical attention when required, for example after an assault.
School Wide H&W Topics	**Health and Wellbeing: Safeguarding and Stressors**	**Health and Wellbeing: Body Choices –setting up for success**	**Health and Wellbeing: Thoughts - Challenging negative thoughts and breaking stress up**	**Health and Wellbeing: Actions - Face your fears; problem solving; stepping out of your comfort zone***	**Health and Wellbeing: Panicky feelings / Sleep and Prevention (of negative health outcomes)**	**Health and Wellbeing: Wellbeing Boost – Gratitude, compassion, and values in application**
FHS Learning Journey	Emotional Language Stress and 'ups and downs' vs mental health issues 'Your best' has a limit. Vaping	In depth: Movement for health and wellbeing. ROCK: Eating to support healthy lifestyle	Coping strategies for anxiety, emphasis on joining in again after a set back. Alcohol and mental health issues.	Alcohol as avoidance and the real issues that can occur as a result ROCK Vaping: problem solving	Online stress and the impact on sleep; sleep as the solution.	Prioritising healthy habits and connection with others Questioning what is more important than money. ROCK: Knife crime Pregnancy, Fertility and menopause: compassion and values alignment
RSHE Guidelines	How to talk about their emotions accurately and sensitively, using appropriate vocabulary That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal. Characteristics of common types of mental ill health	That physical activity can promote wellbeing and combat stress. ROCK How to maintain healthy eating	Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it's possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it. That the co-occurrence of alcohol use and poor mental health is common and that the relationship is bi-directional: mental health	The physical and psychological consequences of problem-use of alcohol, including alcohol dependency. ROCK The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.	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. The importance of sufficient good-quality sleep for good health, the importance of screen-free time before bed and removing phones from the bedroom, and how a lack	The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness. That happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while

	(e.g. anxiety and depression), including carefully-presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions. The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.		problems can increase the risk of alcohol use, and alcohol use can trigger mental health problems or exacerbate existing ones.		of sleep can affect weight, mood and ability to learn.	recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed. ROCK: (Y7) Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime. The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an educational tool. Children should be taught that carrying weapons is uncommon, and should not be scared into the perception that many young people are carrying knives (which can lead to the misconception that they need to carry a knife too). The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women. The importance of healthy behaviours before and during pregnancy, including the importance of pre-conception health, including taking folic acid. The importance of pelvic floor health. Information on miscarriage and pregnancy loss, and how to access care and support.

On – Line Programme of Learning for Year 11

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
School Wide RSE Topics	**RSE: Families**	**RSE: Online Safety**	**RSE: Sex and Sexual Relationships**	**No RSE**	**RSE: Respectful Relationships**	**RSE: Being Safe (Sex and Relationships)**
FHS Learning Journey	Diversity in happy family life (Queer presentation) (single adult households) Early years child development	Behaving online with the same high standards as offline. Protecting our online identity	Sex should be safe when you're old enough and ready. How to report concerns and find advice. Consent		Pornography's impact on the attitudes towards women and entitlement generally.	

	ORACY Focus – Listening to understand not listening to respond: Step 1 is asking for clarity (sentence starters provided)	ROCK Illegality of owning or sharing sexual images of someone under 18, and what to do in this instance. Deepfakes AI intimacy (reference ELOY, Eng Lit, Y9) and harmful advice	Choices during pregnancy (see Y9)		Self esteem and internal security. Expecting respect.	
RSHE Guidelines	That there are different types of committed, stable relationships. The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development.	Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images. That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that	That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive. That some sexual behaviours can be harmful. How and where to seek support for concerns around sexual relationships including sexual violence or harms. How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment. Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent. That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby,		How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others. The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others.	

		sharing indecent images of people over 18 without consent is a crime. What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online. About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them. That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk.	adoption, abortion and where to get further help.			
School Wide H&W Topics	**Health and Wellbeing: Safeguarding and Stressors**	**Health and Wellbeing: Body Choices –setting up for success**	**Health and Wellbeing: Thoughts - Challenging negative thoughts and breaking stress up**	**Health and Wellbeing: Actions - Face your fears; problem solving; stepping out of your comfort zone***	**Health and Wellbeing: Panicky feelings / Sleep and Prevention (of negative health outcomes)**	**Health and Wellbeing: Wellbeing Boost – Gratitude, compassion, and values in application**
FHS Learning Journey	Emotional Language Stress and 'ups and downs' vs mental health issues 'Your best' has a limit. Miscarriage and loss	Movement for health and wellbeing. Eating healthily during exams and times of stress Dental hygiene as routine maintenance during exams and times of stress	Coping strategies for anxiety, emphasis on joining in again after a set back. Online comparison to others, relationship anxiety, and social media.	Creating space between online and offline De-influencing Independence on holiday and at work	Exam stress, coping strategies, and the importance of sleep and routine during stressful life events.	

RSHE Guidelines	How to talk about their emotions accurately and sensitively, using appropriate vocabulary That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal. Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully-presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions. The importance of healthy behaviours before and during pregnancy, including the importance of pre-conception health, including taking folic acid. The importance of pelvic floor health. Information on miscarriage and pregnancy loss, and how to access care and support.	That physical activity can promote wellbeing and combat stress. How to maintain healthy eating Dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing consumption of sugar-containing food and drinks, and regular check-ups at the dentist.	Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it's possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it. 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; the impact that an over-reliance on online relationships, including relationships formed through social media, can have.	How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media. How to identify risk and manage personal safety in increasingly independent situations, including in unfamiliar social or work settings (for example the first time a young person goes on holiday without their parents).	The importance of sufficient good-quality sleep for good health, the importance of screen-free time before bed and removing phones from the bedroom, and how a lack of sleep can affect weight, mood and ability to learn. That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal.	