



## Curriculum Intent

### Overview Plan

### RSHE

#### Intent Statement:

At Brook 6<sup>th</sup> Form and Academy, we believe learning powerful knowledge helps students achieve and creates a fairer society.

The RSHE education gives pupils the knowledge skills and attributes they need to keep themselves healthy and safe and to prepare them for life and work in modern Britain.

Relationship, Sexual and Health Education (RSHE) is a subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. When taught well, RSHE helps pupils achieve their academic potential, and leave the Academy equipped with skills they will need throughout later life. From making responsible decisions about alcohol to succeeding in their first job, RSHE helps pupils to manage many of the most critical opportunities, challenges and responsibilities they will face growing up.

Pupils who are emotionally healthy do better at school, RSHE helps children and young people to achieve their potential by supporting their wellbeing and tackling issues that can affect their ability to learn, such as anxiety and unhealthy relationships. RSHE also helps develop skills of teamwork, communication and resilience which are crucial in navigating the challenges and opportunities of the modern world and are increasing.

The focus of sex and relationships education must be to equip children and young people to make safe choices, navigate the online world with a critical eye and help them to understand where to go for support.

Lessons have been deemed as age appropriate by the PSHE Association and have been taken from the association to meet the requirements of the 2020 framework.

**Aims:**

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts., Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support. High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable the Academy to promote the spiritual, moral, social, cultural, mental and physical development of young people and in society.

Our programme will offer a holistic RSHE learning journey spanning young persons' career at Brook 6th Form and Academy, with a progressive, spiral curriculum that addresses real needs in a rapidly changing world. This programme will use a mindful approach to RSHE, bringing together RSHE, emotional literacy, social skills, mental health and resilience development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation.

The Curriculum Overview  
RSHE – Brook 6th Form and  
Academy 2024 - 2025

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 10</b>	Transition in to KS4 and learning skills  Mental Health Concerns  Keeping Safe	Relationships  Pornography  Identifying and responding to abuse and harassment	First aid and lifesaving skills  Personal Safety  Online Relationships	Skills for employment  Applying for employment  Online Presence and Reputation	Relationships  Forced Marriage  Diversity and discrimination  Extremism	Careers and Destinations  Work Experience
<b>Year 11</b>	Money management  Fraud and cybercrime  Preparing for adult life  Keeping Safe	Relationships  Sexual health and services  Relationship challenges and endings  Keeping Safe	Safe and healthy lifestyles and choices  Health promotion and self-examination  Donations – Blood/Organ/Stem cell	Families and parenting  Adoption/Abortion/Fertility  Pregnancy and Miscarriage  Grief and loss	Celebrating Success  Transition to new opportunities  Goals and actions for the future	
<b>Year 12</b>	Writing a CV  Looking for Employment  Mental health concerns  Keeping Safe	Relationships  Sexual health and services  Relationship challenges and endings  Keeping Safe	Career and life Goals  Interviewing techniques  Professional conduct	Planning and Budgeting  Recognise bullying and harassment in the work place  Money Management	Consent  Pregnancy  Contraception  Emotional / physical / Social / Legal consequences	Healthy diet  Work-life balance
<b>Year 13</b>	Guest Speaker Prevent County Lines	Guest Speakers Knife Crime Preparing for UCAS	Life Skills CV Writing Personal Statement			

## Overview of Programme of Study (PoS)

### **Health and Wellbeing**

#### – Mental Health

How to manage challenges during adolescence, how to reframe negative thinking, strategies to promote mental health and emotional wellbeing, about the signs of emotional or mental ill-health, how to access support and treatment, about the portrayal of mental health in the media, how to challenge stigma, stereotypes and misinformation.

#### – Building for the future

How to manage the judgement of others and challenge stereotyping, how to balance ambition and unrealistic expectations, how to develop self-efficacy, including motivation, perseverance and resilience, how to maintain a healthy self-concept, about the nature, causes and effects of stress, stress management strategies, including maintaining healthy sleep habits, about positive and safe ways to create content online and the opportunities this offers, how to balance time online

#### – Exploring influence

About positive and negative role models, how to evaluate the influence of role models and become a positive role model for peers, about the media's impact on perceptions of gang culture, about the impact of drugs and alcohol on individuals, personal safety, families and wider communities, how drugs and alcohol affect decision making, how to keep self and others safe in situations that involve substance use, how to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime, exit strategies for pressurised or dangerous situations, how to seek help for substance use and addiction

#### – Independence

How to assess and manage risk and safety in new independent situations (e.g. personal safety in social situations and on the roads) emergency first aid skills, how to assess emergency and non-emergency situations and contact appropriate services, about the links between lifestyle and some cancers, about the importance of screening and how to perform self-examination, about vaccinations and immunisations, about registering with and accessing doctors, sexual health clinics, opticians and other health services, how to manage influences and risks relating to cosmetic and aesthetic body alterations, about blood, organ and stem cell donation

## **Living in the Wider World**

### – Financial Decision Making

How to effectively budget and evaluate savings options, how to prevent and manage debt, including understanding credit rating and pay day lending, how data is generated, collected and shared, and the influence of targeted advertising, how thinking errors, e.g. gambler's fallacy, can increase susceptibility to gambling, strategies for managing influences related to gambling, including online, about the relationship between gambling and debt, about the law and illegal financial activities, including fraud and cybercrime, how to manage risk in relation to financial activities

### – Employability Skills

About young people's employment rights and responsibilities, skills for enterprise and employability, how to give and act upon constructive feedback, how to manage their 'personal brand' online, habits and strategies to support progress, how to identify and access support for concerns relating to life online

### – Next Steps

How to use feedback constructively when planning for the future, how to set and achieve SMART targets, effective revision techniques and strategies, about options post-16 and career pathways, about application processes, including writing CVs, personal statements and interview technique, how to maximise employability, including managing online presence and taking opportunities to broaden experience, about rights, responsibilities and challenges in relation to working part time whilst studying, how to manage work/life balance

## **SRE**

### – Healthy Relationships

About relationship values and the role of pleasure in relationships, about myths, assumptions, misconceptions and social norms about sex, gender and relationships, about the opportunities and risks of forming and conducting relationships online, how to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours, about the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent, how to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support, how to recognise and challenge victim blaming, about asexuality, abstinence and celibacy

– Addressing extremism and radicalisation

About communities, inclusion, respect and belonging, about the Equality Act, diversity and values, about how social media may distort, mis-represent or target information in order to influence beliefs and opinions, how to manage conflicting views and misleading information, how to safely challenge discrimination, including online, how to recognise and respond to extremism and radicalisation

– Communication in relationships

About core values and emotions, about gender identity, gender expression and sexual orientation, how to communicate assertively, how to communicate wants and needs, how to handle unwanted attention, including online, how to challenge harassment and stalking, including online

– Families

About different types of families and changing family structures, how to evaluate readiness for parenthood and positive parenting qualities, about fertility, including how it varies and changes, about pregnancy, birth and miscarriage, about unplanned pregnancy options, including abortion, about adoption and fostering, how to manage change, loss, grief and bereavement, about 'honour based' violence and forced marriage and how to safely access support

### **Why is it important to understand these concepts?**

Health and Wellbeing - So that as adults' students have the knowledge to make sensible and informed choices to enable them to have a healthy body and mind. To be able to make informed choices in relation to drug use.

SRE - It is important to be able to know what is a healthy relationship/ friendships. Understanding about different types of families make students tolerant to those that are different to their own. Being able to be assertive when banter goes too far. To understand why FGM often goes unreported.

– Finance and employability skills - So that as adult's students can manage a budget for their household and make choices in relation to financial products and services. To provide students will the knowledge they require for the world of work.

### **Compliance with Statutory Requirements**

- Our policy complies guidance from the DfE under sections 34 and 35 of the Children and Social Work Act 2017 makes RSE and Health Education statutory in all secondary schools and Relationships Education, Relationships and Sex Education (RSE) and Health Education (statutory guidance) (2019).

## **Students' withdrawal from SRE**

Any parent/carer has the right to withdraw their child from some elements of RSE lessons but not when it occurs in the statutory science curriculum. One week prior to the RSE module students are informed that their parents have the right to withdraw them from RSE lessons. In addition, communication is sent to all parents at the start of each academic year inviting them to discuss RSE education. The parental right to withdraw your child applies up until three terms before your child turns 16. After that point, if the young person wishes to receive sex education rather than be withdrawn, they have the statutory right to request to do so without their parents being notified or seeking their permission. At these times, the school will make arrangements to provide the child with sex education during one of those three terms.

These are the only lessons that students can be withdrawn, with all topics being covered in Year 10 through to Year 12:

- Contraception: access and advice
- Assessing readiness/appropriateness for sexual activity
- Common STIs – role of contraception in avoidance
- Support for unintended pregnancy

Parents/carers do not have the right to withdraw their child from any lessons on Relationships or Health Education. If a parent wishes to remove their child then a letter signed by their parent should be addressed to the Principal and alternative work will be set.

## **Engaging Parents/Carers and the Right to Withdraw from Sex Education**

On entry to the school, parents are invited to read the RSHE policy, including our approach to Relationships and Sex Education. This helps to establish consultation and a partnership with parents, which reinforces the dual responsibility for RSHE learning.

We take every opportunity to inform and involve parents/carers in the following ways:

- By making our commitment clear in the school induction programme and parental meetings
- By inviting parents/carers to discuss personal development with Form Tutors when their child enters the school and at Parent Evenings
- By inviting parents/carers to a meeting to discuss RSE in the school as required.
- As such, parents are specifically made aware of their right to request that their child be withdrawn from some or all of the sex education we deliver within statutory RSE, but not from those lessons which fall under the statutory science curriculum.

