Dream Reach Achieve

# Whittington Green School – Relationship and Sex Education Year 7

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**CURRICULUM INTENT:** RSE should provide clear progression from what is taught in primary school in Relationships Education. Teachers should build on the foundation of Relationships Education and, as pupils grow up, at the appropriate time extend teaching to include intimate relationships. Alongside being taught about intimate relationships, pupils should also be taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult. This teaching should enable pupils to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful. Pupils should understand the benefits of healthy relationships to their mental wellbeing and self-respect. Through gaining the knowledge of what a healthy relationship is like, they can be empowered to identify when relationships are unhealthy. They should be taught that unhealthy relationships can have a lasting, negative impact on mental wellbeing. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

**Aims**

The national curriculum for RSE aims to ensure that all pupils:

- Have the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships.
- Enables them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship.
- Learn about contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure).
- Understand what is acceptable and unacceptable behaviour in relationships.
- Pupils should understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

**Subject content - Families**

Pupils should know:

1. ***that there are different types of committed, stable relationships.***
2. ***how these relationships might contribute to human happiness and their importance for bringing up children.***
3. ***what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.***
4. ***why marriage is an important relationship choice for many couples and why it must be freely entered into.***
5. ***the characteristics and legal status of other types of long-term relationships.***
6. ***the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.***
7. ***how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.***

**Subject content - Respectful relationships, including friendships**

Pupils should be taught:

8. *the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.*
9. *practical steps they can take in a range of different contexts to improve or support respectful relationships.*
10. *how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).*
11. *that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.*
12. *about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.*
13. that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
14. what constitutes sexual harassment and sexual violence and why these are always unacceptable.
15. the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

**Subject content – Online and Media**

Pupils should know:

16. *their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.*
17. *about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.*
18. *not to provide material to others that they would not want shared further and not to share personal material which is sent to them.*
19. what to do and where to get support to report material or manage issues online.
20. the impact of viewing harmful content.
21. that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
22. that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
23. how information and data is generated, collected, shared and used online.

**Subject content – Being Safe**

Pupils should know:

24. the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.
25. how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).

**Subject content – Intimate and sexual relationships, including sexual health**

Pupils should know:

26. **how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.**
27. **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.**
28. **the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.**
29. **that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.**
30. **that they have a choice to delay sex or to enjoy intimacy without sex.**
31. **the facts about the full range of contraceptive choices, efficacy and options available.**
32. **the facts around pregnancy including miscarriage.**
33. **that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).**
34. **how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.**
35. **about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.**
36. **how the use of alcohol and drugs can lead to risky sexual behaviour.**
37. **how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.**
38. **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.**

| Year 7 | | | | |
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| Term/Unit | Topic Overview / Content | Learning Expectation / Concepts and Skills | Recall and review of past learning / Current Rationale | National Curriculum target |
| Autumn Term 1 | **PSHE – Families, friends and relationships**<br>How is secondary school different to primary, making friends, levels of friendship, different relationships,<br>What makes a good friend,<br>Friends with Mum and Dad, respect and boundaries,<br>Conflict and resolution, different kinds of relationships | • recognise how secondary school is different to primary and discuss strategies to make to transition as smooth as possible<br>• know what kinds of behaviour are expected in respectful relationships<br>• discuss the difference between acquaintances and best friends.<br>• Know about different relationships, such as family, neighbours and peers<br>• Know what makes a good friend and how to stay friends<br>• Discuss that it's ok to fall out sometimes – tat is normal – even with Mum and Dad. it's how we resolve the conflicts that is important<br>• Know about respectful boundaries – physical and otherwise<br>• Know about different relationships, such as marriage, same sex relationships, cohabitation etc | Links to KS2<br>• that families are important for children growing up because they can give love, security and stability.<br>• the characteristics of healthy family life<br>• how important friendships are in making us feel happy and secure, and how people choose and make friends.<br>• the characteristics of friendships,<br>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.<br>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.<br>• the importance of respecting others | **Subject content – Families**<br>*1.**that there are different types of committed, stable relationships.***<br>***2.how these relationships might contribute to human happiness and their importance for bringing up children.***<br>***3.what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.***<br>***4.why marriage is an important relationship choice for many couples and why it must be freely entered into.***<br>***5.the characteristics and legal status of other types of long-term relationships.***<br>***6.the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting***<br>**7.how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.**<br>**Subject content - Respectful relationships, including friendships**<br>*8. **the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes** |

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| | | | | ***different (non-sexual) types of relationship.***<br>***9. practical steps they can take in a range of different contexts to improve or support respectful relationships.*** |
| Spring Term 2 | **PSHE – online, media and internet safety**<br>Opportunities online, digital citizen, digital footprint, online behaviour rules, reality v's online world, unhealthy comparisons, social media and reality, understanding online information | • be able to list advantages and disadvantages of using the internet<br>• be able to explain what is good/bad behaviour online<br>• recognise and practice respectful behaviour online<br>• understand what digital footprint means<br>• understand that not everything online is the truth and link to possible dangers<br>• be aware of online influences and be able to distinguish between real and embellished images.<br>• Know minimum age requirements for certain apps<br>• Recall specific online words such as cookies and critical viewing | Links to KS2<br>• to recognise the different risks in different situations and then decide how to behave responsibly<br>• that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong;<br>• that their actions affect themselves and others | **Subject content – online and media**<br>*16.* ***their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.***<br>***17. about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.***<br>***18. not to provide material to others that they would not want shared further and not to share personal material which is sent to them.*** |
| Summer Term 3 | | | | |