



## Forest Way School

### Post 16 RSHE Wider Curriculum Map 2022-2023

| Autumn 1<br>2022  | Autumn 2<br>2022   | Spring 1<br>2023   | Spring 2<br>2023  | Summer<br>2023  | Summer<br>2023  |
|---|--|--|---|---|---|
| <p><b>RSHE: Marriage and commitment</b><br/><b>Intent:</b> To understand more about what it means to be in a committed relationship<br/><b>Implementation:</b><br/><b>Pupils should learn:</b><br/>That there are different types of committed, stable relationships. how these relationships might contribute to human happiness and their importance for bringing up children. • what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. • why marriage is an important relationship choice for many couples and why it must be freely entered into. • the characteristics and legal status of other types of long-term relationships</p> <p><b>Impact:</b> Pupils have a greater understanding about committed relationships and how this might impact them now and in the future.</p> | <p><b>RSHE: Healthy relationships</b><br/><b>Intent:</b> To learn more about the features of a positive relationship<br/><b>Implementation:</b><br/>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. • practical steps they can take in a range of different contexts to improve or support respectful relationships. 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.</p> <p><b>For more able pupils:</b> 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).</p> | <p><b>RSHE: Safe sex and STI's</b><br/><b>Intent:</b> To learn about how to be safe, consent and STI's<br/><b>Implementation:</b><br/>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. • the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others. • that they have a choice to delay sex or to enjoy intimacy without sex. • the facts about the full range of contraceptive choices, efficacy and options available. • the facts around pregnancy including miscarriage. • 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). • how</p> | <p><b>RSHE/ P&amp;MH: Reality v's fantasy</b><br/><b>Intent:</b> To learn about the 'fantasy' of some online content<br/><b>Implementation:</b><br/>violence against women and girls • online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.) • pornography<br/>hat specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail<br/>he 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</p> | <p><b>RSHE: Who can help me? (Community support)</b><br/><b>Intent:</b> To know who can help in times of need and how to make contact<br/><b>Implementation:</b> 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/>how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment<br/>where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)</p> | <p><b>RSHE: Safe sex and STI's</b><br/><b>Intent:</b> To continue to learn about how to be safe, consent and STI's<br/><b>Implementation:</b><br/>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. • the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others. • that they have a choice to delay sex or to enjoy intimacy without sex. • the facts about the full range of contraceptive choices, efficacy and options available. • the facts around pregnancy including miscarriage. • that there are choices in relation to pregnancy (with medically and legally accurate, impartial</p> |



# Forest Way School

## Post 16 RSHE Wider Curriculum Map 2022-2023

|  |  |   |   |  |   |
|--|--|---|---|--|---|
| <p><b>P&amp;MH: Teams and Triumphs (links to skillsbuilder)</b><br/> <b>Intent:</b> To explore how working with others can impact on overall happiness and feeling of wellbeing<br/> <b>Implementation:</b> isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. 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. 28 • practical steps they can take in a range of different contexts to improve or support respectful relationships how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. • the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness<br/> <b>Impact:</b> Pupils have a greater understanding of why working harmoniously with others is good</p> | <p><b>Impact:</b> Pupils have a deeper understanding about respectful relationships and are able to use this info to behave appropriately towards others and to expect respect from others.<br/> <b>P&amp;MH: The effects and risks of unhealthy foods</b><br/> <b>Intent:</b> To understand further how an unhealthy diet can affect our body<br/> <b>Implementation:</b> How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer<br/> <b>Impact:</b> To make healthy food choices (with support)</p> | <p>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. • about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. FGM.<br/> <b>Impact:</b> Pupils have a greater understanding about the risks associated with sexual activity and how to protect themselves<br/> <b>P&amp;MH: Drugs and the effects</b><br/> <b>Intent:</b><br/> <b>Implementation:</b> how the use of alcohol and drugs can lead to risky sexual behaviour. criminal exploitation (for example, through gang involvement or 'county lines' drugs operations Law surrounding substance misuse (Contact James Edmonston at Police substance misuse unit for visit) the facts about legal and illegal drugs and their associated risks,</p> | <p>expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and 14 Eating disorders and extreme weight loss are a specialised area and schools should use qualified support or advice as needed. Schools may consider accessing support from the NHS or local specialist services who may be able to provide advice and CPD for teachers. 37 information is targeted at them and how to be a discerning consumer of information online. • how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.<br/> <b>Impact:</b> Pupils have a deeper understanding that things online may not always be 'real' and how this can affect them.</p> | <p>where and how to report concerns and get support with issues online. how and when to seek support including which adults to speak to in school if they are worried about their health how to make a clear and efficient call to emergency services if necessary.<br/> <b>Impact:</b> Pupils begin to know that there are different services and professionals they can turn to for different things, but that ultimately, school can help with most things in the first instance.<br/> <b>P&amp;MH: My Body – Signs and Symptoms</b><br/> <b>Intent:</b> To learn about how to prevent and cure ill health<br/> <b>Implementation:</b> about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. (late secondary) the benefits of regular self-examination and screening. 38 • the facts and science relating to immunisation and vaccination. • the importance of sufficient good quality sleep for good</p> | <p>information on all options, including keeping the baby, adoption, abortion and where to get further help). • 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. • about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. FGM.<br/> <b>Impact:</b> Pupils have a greater understanding about the risks associated with sexual activity and how to protect themselves<br/> <b>P&amp;MH: Healthy body = healthy mind</b><br/> <b>Intent:</b> To understand further about the links between healthy living and a healthy mind<br/> <b>Implementation:</b> the positive associations between physical</p> |
|--|--|---|---|--|---|



# Forest Way School

## Post 16 RSHE Wider Curriculum Map 2022-2023

|   |  |  |  |   |   |
|---|--|--|--|---|---|
| <p>for their physical and mental health and good for the 'bigger picture'</p> |  | <p>including the link between drug use, and the associated risks, including the link to serious mental health conditions. • the law relating to the supply and possession of illegal substances. • the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. • the physical and psychological consequences of addiction, including alcohol dependency. • awareness of the dangers of drugs which are prescribed but still present serious health risks. • the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</p> <p><b>Impact:</b> pupils have a greater awareness of drugs and their effects and are able to make sensible and informed choices</p> |  | <p>health and how a lack of sleep can affect weight, mood and ability to learn.</p> <p><b>Impact:</b> Recognise signs and symptoms of ill health. Avoid illness or cure illness through action.</p> | <p>activity and promotion of mental wellbeing, including as an approach to combat stress.</p> <ul style="list-style-type: none"> <li>• the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health. • about the science relating to blood, organ and stem cell donation</li> </ul> <p>how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.</p> <ul style="list-style-type: none"> <li>• the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness</li> </ul> <p><b>Impact:</b> Pupils begin to understand that there are physical things they can do to positively impact their mental health</p> |
|---|--|--|--|---|---|