

RSHE: Autumn Term 2024/25
Key Stages 3 and 4

Relationship Focused Curriculum														
	Autumn Term				Spring Term				Summer Term					
RRS link	Article 28: Every child has the right to an education.													
	Article 16: Children have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their homes.				Article 23: Children who have any kind of disability should have special care and support, so they can lead full and independent lives.				Article 19: Everyone has the right to be protected from harm, including physical harm or bullying.					
Section	Self-Awareness		Self-Care, Support and Safety		Managing Feelings		Changing Growing		Healthy Lifestyles			The World I Live In		
Topic areas	Personal strengths	Prejudice and discrimination	Keeping Safe online	Emergency situations	Strong Feelings	Expectations of relationships/abuse	Positive/unhealthy relationships	Intimate relationships, consent and contraception	Mental Wellbeing	Body Image	Drugs, alcohol & tobacco	Rights and responsibilities	Managing online information	Taking care of the environment

Autumn Term 1
Key Stage 3 & 4 - Self-awareness

Topic - Personal strengths (SA 1)

Encountering	Foundation	Core	Development	Enrichment	Enhancement
Respond to stimuli about what we are good at and/ or enjoy.	Describe what we are good at and/or enjoy.	Identify some of our own personal strengths and skills (things we are really good at or can do really well).	Demonstrate how to recognise and appreciate personal strengths in other people.	Explain how what others say and think about us can positively and negatively affect the way we feel about ourselves. Identify some simple strategies to help manage negative opinions/ comments.	Describe what other people might perceive our personal strengths, talents and skills to be. Explain that how we feel about ourselves (self- esteem) can be affected by what is happening in our lives. Give reasons why media, including social media can affect how people feel about themselves.

Autumn Term 1

Topic – Prejudice and Discrimination (SA 3)

Encountering	Foundation	Core	Development	Enrichment	Enhancement
Respond to stimuli about people who are different to us in different ways.	Describe what it means to treat others in a kind and fair way. Recognise that everyone is unique and special and no one should be treated unfairly	Recognise what prejudice means. Explain what it means to discriminate against someone. Recognise that prejudice and discrimination in any form are unacceptable.	Identify some examples of different forms of prejudice and discrimination we may have seen/heard about (e.g. based on religion, gender, age, race, disability, sexual orientation). Describe how and where to seek help if we think someone is behaving in a discriminatory way towards us or others.	Explain what stereotyping means. Demonstrate simple constructive strategies for responding to prejudice and discrimination. Give reasons why we should expect to be treated with respect by others.	Recognise that stereotypes based on religion, gender, age, race, disability or sexual orientation, can cause harm (e.g. how they might normalise nonconsensual behaviour or encourage prejudice).

Autumn Term 2
Key Stage 3 & 4 – Self Care, Support & Safety

Topic – Keeping safe online (SSS4)

Encountering	Foundation	Core	Development	Enrichment	Enhancement
Respond with curiosity to stimuli about different ways of keeping safe online.	Describe what keeping safe online means.	Explain what is meant by social media and how people use social media. Recognise that not all information seen online is true. Explain how other people's identity online can be different from what it actually is in real life.	Describe some ways in which social media can be used in a safe and positive way. Identify what we should do before we 'like', 'forward' or 'share' on social media and how this helps to keep us safe online. Identify some possible risks of using social media. Describe how we can respond, including getting help, if we see or are sent upsetting or inappropriate online content.	Explain rules for keeping safe when using different social media platforms. Identify sources of advice and support, and ways to report online concerns. Identify how to make safe, reliable choices from search results.	Explain how some behaviours on social media might damage friendships and relationships. Explain some steps we can take to take care of our own and other people's safety and wellbeing when using social media. Recognise that data about us can be collected online, and used, for example, to determine what information and advertising we are shown. Identify some ways in which we can recognise when we are being manipulated by online content or contact, and ways to respond. Describe or demonstrate help-seeking strategies to support online safety (e.g. knowing how to block people on social media, using the CEOP report button).

Autumn Term 2

Topic – Emergency situations (SSS5)

Encountering	Foundation	Core	Development	Enrichment	Enhancement
Respond with curiosity to stimuli about people who keep us safe at school and at home.	Identify rules and procedures in school that help keep us safe.	Identify some examples of school procedures that help us keep safe (e.g. fire or emergency evacuation drills, corridor rules, playground rules). Explain how to report an accident in school. Identify examples of what is meant by an emergency. Identify sources of immediate help in an emergency (e.g. adults in school, and demonstrate how we would attract their attention).	Explain actions that we all have to undertake in school to keep safe (e.g. lining up, keeping quiet, and why these are essential). Identify examples of what would and would not be an emergency situation and suggest some ways to respond. Identify emergency services that could help us.	Describe how to call 999 in the case of an emergency. Demonstrate some simple first aid procedures (e.g. putting someone in the recovery position; when not to move someone; responding to nosebleeds or cuts).	Describe how adults might communicate to us that something is an emergency (e.g. vocabulary that adults might use). Explain why it is essential to follow instructions in an emergency situation in and outside school. Recognise what a defibrillator is and when one might be needed. Explain what you might do, including whom to tell and what to say, in the event of an emergency when we are out without an adult.