

# STATUTORY RSE & HE POLICY REVIEW (AROE CURRICULUM)



## **CURRICULUM AIMS:**

- Support and enhance pupil's Cultural Capital
- Develop skills & attributes sought after by employers
- Support pupils achievement of academic & personal goals
- Enables pupils to develop the knowledge and skills to stay safe and healthy
- Fosters wellbeing & resilience in pupils
- Support the school's AROE ethos
- Enables pupils to become successful, well-rounded and productive members of society

## **WHAT DO AROE LESSONS COVER?**

1. Statutory **Relationships, Sex and Health Education (RSE & HE)**
2. Careers guidance
3. Religious Education (10&11 only)
4. Elements of Citizenship(10 & 11 only)

**CRE – Citizenship, Religious education and ethics is now a separate subject for years 7-9**

## **IS IT A COMPULSORY SUBJECT?**

- **'Relationships and Sex Education'** as well as **'Health Education'** is compulsory at both Key Stages 3 and 4, which the AROE curriculum supports.
- It is a legal requirement for schools to provide Religious Education and careers guidance, which the AROE curriculum supports.
- Both RE & Citizenships support the British Values.



## WHAT IS RSE & HE?

- ***From September 2020:*** Statutory Relationships & Sex Education, alongside Health Education became compulsory in all maintained secondary schools at **KS3 & 4**.
- ***Replaced*** the 'PSHE' National Curriculum
- ***New subject content*** included in the RSE & HE curriculum that was not included in the old PSHE curriculum ***e.g. FGM***.
- ***Updated in September 2022:*** In response to the keeping children safe in education 2022, wording is changed to child on child abuse.
- ***The government are currently in a consultation period and are reviewing the statutory framework. We are awaiting an update.***

## RSE & HE (THEMATIC)



Department  
for Education

PSHE  
ASSOCIATION



## WHAT IS RSE & HE?

### RSE: Relationships & Sex Education

#### RELATIONSHIPS & SEX EDUCATION (RSE) TOPICS TO BE COVERED:

1. Families
2. Respectful Relationships,  
Including Friendships
3. Online & Media
4. Being Safe
5. Intimate & Sexual Relationships,  
Including Sexual Health
6. The Law

### HE: Health Education

#### HEALTH EDUCATION (HE) TOPICS TO BE COVERED:

7. Mental Wellbeing
8. Internet Safety & Harms
9. Physical Health & Fitness
10. Healthy Eating
11. Drugs, Alcohol & Tobacco
12. Health & Prevention
13. Basic First Aid
14. Changing Adolescent Body

## RSE & HE BREAKDOWN

RSE & HE is split into 14 topics which contain information about what each pupil should know about by the time they leave secondary school.

The DfE does not recommend that these are taught in isolation.

Adopting the Thematic model allows content to be built up and revisited in an age appropriate and sensitive way that underpins our school's AROE ethos.

The *sub-categories* of topic which outlines what each pupil should know about by the end of secondary school can be found in our ***RSE & HE policy***.

Our provision ensures that by the end of secondary school, our students will know:

RELATIONSHIPS AND SEX EDUCATION STATUTORY REQUIREMENTS	
1	FAMILIES
1.1	that there are different types of stable, committed relationships
1.2	how these relationships might contribute to human happiness and their importance for bringing up children
1.3	what marriage is, including their legal status - for example, marriage carries legal rights and protections not available to couples cohabiting or who have married, for example, in an unregistered religious ceremony
1.4	why marriage is an important relationship choice for many couples and why it must be entered into freely
1.5	the characteristics and legal status of other types of long term relationships
1.6	the roles and responsibilities of parents with respects to raising children, including the characteristics of successful parenting.
1.7	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), how to seek help or advice, including reporting concerns about others, if needed
2	RESPECTFUL RELATIONSHIPS, INCLUDING FRIENDSHIPS
2.1	the characteristics of positive and healthy friendships in all context including online, such as: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent, and the management of conflict. Reconciliation and ending relationships, this includes different (non-sexual) types of relationships
2.2	practical steps they can take in a range of different contexts to improve or support respectful relationships
2.3	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)
2.4	that in a school or 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
2.5	about different types of bullying (including cyber bullying), the impact of bullying, responsibilities of



The DfE advises that statutory RSE & HE should be delivered using a model that underpins a **schools ethos** (AROE in our case) and considers **thematic links** across key topics and the whole school when planning and delivering lessons.

At Woodlands our RSE & HE is mapped through the Thematic model used by the PSHE association (**KS3: 7, 8 & 9 – KS4: 10 & 11**) and reflects all aspects of AROE.

Relationships

Health & Wellbeing

Living in the Wider World

		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 7	THEMATIC THEME	Transition & Safety (Health & Wellbeing)	Building Relationships (Relationships)	Diversity (Relationships)	Financial Decision Making (Living in the Wider World)	Health & Puberty (Health & Wellbeing)	Developing Skills & Aspirations (Living in the Wider World)
	OVERVIEW	Transition to secondary school and personal safety in and outside school, including first aid	Self-worth, romance and friendships (including online) and relationship boundaries	Diversity, prejudice, and bullying	Saving, borrowing, budgeting and making financial choices	Healthy routines, influences on health, puberty, unwanted contact, and FGM	Careers, teamwork and enterprise skills, and raising aspirations
YEAR 8	THEMATIC THEME	Drugs & alcohol (Health & Wellbeing)	Community & Careers (Living in the Wider World)	Discrimination (Relationships)	Identity & Relationships (Relationships)	Emotional Wellbeing (Health & Wellbeing)	Digital Literacy (Living in the Wider World)
	OVERVIEW	Alcohol and drug misuse and pressures relating to drug use	Equality of opportunity in careers and life choices, and different types and patterns of work	Discrimination in all its forms including; racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia, and transphobia	Gender identity, sexual orientation, consent, 'sexting' and an introduction to contraception	Mental health & emotional wellbeing, including body image and coping strategies	Online safety, digital literacy, media reliability & gambling hooks
YEAR 9	THEMATIC THEME	Peer Influence, Substance Use & Gangs (Health & Wellbeing)	Employability Skills (Living in the Wider World)	Respectful Relationships (Relationships)	Healthy Lifestyle (Health & Wellbeing)	Intimate Relationships (Relationships)	Setting Goals (Living in the Wider World)
	OVERVIEW	Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	Employability and online presence	Families and parenting, healthy relationships, conflict resolution, and relationship changes	Diet, exercise, lifestyle balance, healthy choices and first aid	Relationships and sex education including consent, contraception, the risks if STIs and attitudes to pornography	Learning strengths, career options and goal setting as part of the GCSE option process
YEAR 10	THEMATIC THEME	Work Experience (Living in the Wider World)	Mental Health (Health & Wellbeing)	Financial Decision Making (Living in the Wider World)	Healthy Relationships (Relationships)	Exploring Influences (Health & Wellbeing)	Addressing Extremism & Radicalisation (Relationships)
	OVERVIEW	Preparation for and evaluation of work experience and readiness for work	Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	Relationships and sex expectations, myths, pleasure and challenges, including the impact of media and pornography	The influence and impact of drugs, gangs, role models and the media	Communities, cohesion and challenging extremism
YEAR 11	THEMATIC THEME	Next Steps (Living in the Wider World)	Building for the Future (Health & Wellbeing)	Communication in Relationships (Relationships)	Independence (Health & Wellbeing)	Families (Relationships)	
	OVERVIEW	Application processes, and skills for further education, employment and career progression	Self-efficacy, stress management, and future opportunities	Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	Responsible health choices, and safety in independent contexts	Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	



The **'Parental Communication Calendar'** will be sent out half termly via email, and is available on the school website – under the AROE curriculum link.

How to read this, what do the codes mean?

## AROE CURRICULUM: PARENTAL COMMUNICATION CALENDAR

**\*SPRING HALF-TERM A**

Content of the AROE curriculum is outlined in the table below for this half term. AROE lessons each cover statutory Relationships, Sex and Health Education (RSE & HE), underpinned by thematic themes from the PSHE association and our school's AROE ethos, in addition to elements of Citizenship, and RE in line with the British Values. At times it may be necessary for new content to be covered in addition to what is shown below at short notice, in such events we will inform you in writing should any of the content be of sensitive nature.

	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
<b>RSE &amp; HE Unit title and Over view</b>	<b>Diversity (Relationships)</b> This unit will cover diversity, prejudice, and bullying.	<b>Discrimination (Relationships)</b> This unit will cover Discrimination in all its forms including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia, and transphobia.	<b>Respectful Relationships (Relationships)</b> Families and parenting, healthy relationships, conflict resolution, and relationship changes.	<b>Financial Decision Making (Living in the Wider World)</b> This unit will cover the impact of financial decisions, debt, gambling and the impact of advertising on financial choices.	<b>Communication in Relationships (Relationships)</b> This unit will cover personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse.
<b>Skills being covered</b> (Please note that these are not taught in a specific order or as individual lessons)	<ul style="list-style-type: none"> <li>About identity, rights and responsibilities</li> <li>About living in a diverse society</li> <li>How to challenge prejudice, stereotypes and discrimination</li> <li>The signs and effects of bullying, including online</li> <li>How to respond to bullying of any kind, including online</li> <li>How to support others</li> </ul>	<ul style="list-style-type: none"> <li>How to manage influences on beliefs and decisions</li> <li>About 'group-think' persuasion</li> <li>How to develop self-worth and confidence</li> <li>About gender identity, transphobia, and gender-based discrimination</li> <li>How to recognise and challenge homophobia and transphobia</li> <li>How to recognise and challenge racism and religious discrimination</li> </ul>	<ul style="list-style-type: none"> <li>About different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering</li> <li>About positive relationships in the home and ways to reduce homelessness amongst young people</li> <li>About conflict and its causes in different contexts, e.g. with family &amp; friends</li> <li>Conflict resolution strategies</li> <li>How to manage relationship and family changes, including relationship breakdown, separation &amp; divorce</li> <li>How to access support services</li> </ul>	<ul style="list-style-type: none"> <li>How to effectively budget and evaluate savings options</li> <li>How to prevent and manage debt, including understanding credit rating and pay day lending</li> <li>How data is generated, collected and shared, and the influence of targeted advertising</li> <li>How thinking errors, e.g. 'gambler's fallacy', can increase susceptibility to gambling</li> <li>Strategies for managing influences related to gambling, including online</li> <li>About the relationship between gambling and debt</li> <li>About the law and illegal financial activities, including fraud and cybercrime</li> <li>How to manage risk in relation to financial activities</li> </ul>	<ul style="list-style-type: none"> <li>About core values and emotions</li> <li>About gender identity, gender expression, and sexual orientation</li> <li>How to communicate assertively</li> <li>How to communicate wants and needs</li> <li>How to handle unwanted attention, including online</li> <li>How to challenge harassment and stalking, including online</li> <li>About various forms for relationship abuse</li> <li>About unhealthy, exploitive and abusive relationships</li> <li>How to access support in abusive relationships and how to overcome challenges in seeking support</li> </ul>
<b>Relationships and Sex Education (RSE) Statutory Links (See policy)</b>	2. Respectful relationships including friends (2.2, 2.3, 2.5, 2.8) 6. The law (6.7, 6.8, 6.14)	2. Respectful relationships including friends (2.2, 2.3, 2.8) 6. The law (6.7, 6.8, 6.14)	1. Families (1.1, 1.2, 1.4, 1.5, 1.6, 1.7) 2. Respectful relationships including friends (2.1) 6. The law (6.1, 6.7)	3. Online & media (3.2, 3.3, 3.8) 6. The law (6.13)	1. Families (1.7) 2. Respectful relationships including friends (2.7) 3. Online & media (3.1, 3.4) 4. Being safe (4.2) 5. Intimate sexual relationships, including sexual health (5.2, 5.4, 5.5, 5.6, 5.13) 6. The law (6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8)
<b>Sex Education (HE) Statutory Links (See Policy)</b>	8. Internet safety & harms (8.2)		7. Mental wellbeing (7.6)	8. Internet safety & harms (8.1, 8.2)	8. Internet safety & harms (8.2)
<b>Citizenship Links</b>	Delivered in dedicated CRE lessons for years 7, 8 & 9				
<b>RE (British Values)</b>	Delivered in dedicated CRE lessons for years 7, 8 & 9			PERCEPTIONS OF RELIGIONS/ THE MEDIA: TV & cartoons	Alternative religions: What is Humanism?



## YEAR 7

RSE & HE Unit title and Over view	Diversity (Relationships) This unit will cover diversity, prejudice, and bullying .
Skills being covered (Please note that these are not taught in a specific order or as individual lessons)	<ul style="list-style-type: none"> <li>About identity, rights and responsibilities</li> <li>About living in a diverse society</li> <li>How to challenge prejudice, stereotypes and discrimination</li> <li>The signs and effects of bullying, including online</li> <li>How to respond to bullying of any kind, including online</li> <li>How to support others</li> </ul>
Relationships and Sex Education (RSE) Statutory Links	2. Respectful relationships including friends (2.2, 2.3, 2.5, 2.8) 6. The law (6.7, 6.8, 6.14)
Health Education (HE) Statutory Links	8. Internet safety & harms (8.2)

<ul style="list-style-type: none"> <li>Diversity (Relationships) This unit will cover diversity, prejudice, and bullying .</li> </ul>
<ul style="list-style-type: none"> <li>About identity, rights and responsibilities</li> <li>About living in a diverse society</li> <li>How to challenge prejudice, stereotypes and discrimination</li> <li>The signs and effects of bullying, including online</li> <li>How to respond to bullying of any kind, including online</li> <li>How to support others</li> </ul>

Relationships and Sex Education (RSE) Statutory Links	2. Respectful relationships including friends (2.2, 2.3, 2.5, 2.8) 6. The law (6.7, 6.8, 6.14)
Health Education (HE) Statutory Links	8. Internet safety & harms (8.2)

## WORKING WITH PARENTS

This outlines the Thematic theme and the skills/content pupils will be covering

These show the RSE & HE topic that will be covered as part of the Thematic topic, the sub categories can be found in the RSHE policy.

RELATIONSHIPS AND SEX EDUCATION STATUTORY LINKS	
1	FAMILIES
1.1	That there are different types of stable, committed relationships
1.2	How these relationships might contribute to human happiness and children
1.3	What marriage is, including their legal status - for example, marriage is available to couples cohabiting or who have married, for example





**RIGHT TO WITHDRAW**

With the exception of '***sex education***' all pupils **must cover** the RSE & HE content, pupils will **not** be removed from other aspects.

- Parents have the right to withdraw their child from the '***sex education***' aspect of RSE up until **3 terms before they are 16.**
- After this time pupils can make the decision for themselves.
- The 'sex education' aspects will be indicated to parents through an additional letter supplementing the '***Parental Communication***' calendar.
- Should a parent wish to withdraw their child from these aspects they must complete the '***Parental Right to Withdraw***' form which can be found on our school website
- Withdrawal forms need to be returned to **David Wright**; **only** the Head Teacher can approve parental right to withdraw requests.
- Upon approval teaching staff of the pupil, Head of Year, Head of Department (Heather Ash) and the Safeguarding team will be alerted.

RSE PARENTAL RIGHT TO WITHDRAW FORM			
TO BE COMPLETED BY THE PARENTS			
Name of pupil		Tutor Group	
Name of parent / carer		Date	
Reason for withdrawing from Sex Education within Relationships and Sex Education (RSE). Please note there is no statutory right to withdraw from any aspect of Relationships Education.			
Please include the arrangements you intend to make for alternative study during this lesson time:			
Any other information you would like the school to consider:			
Parent / carer's Signature			
TO BE COMPLETED BY THE SCHOOL			
Agreed actions from discussion between Head Teacher and parent/carers			
Date implemented:			
Monitored by:			
Date of Review:			
PLEASE RETURN THE COMPLETED FORM TO THE HEAD TEACHER, MR DAVID WRIGHT (dwt@woodlandsschool.essex.sch.uk)			

## RIGHT TO WOTHDRAW

The form is available on the school website – under the AROE curriculum section.

All parts of the form must be completed and returned to David Wright  
([dwt@woodlandsschool.essex.sch.uk](mailto:dwt@woodlandsschool.essex.sch.uk))

