

# AROE CURRICULUM: PARENTAL COMMUNICATION CALENDAR

**\*AUTUMN HALF-TERM B**

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>Building Relationships (Relationships)</b> This unit will cover self-worth, romance and friendships (including online) and relationship boundaries.	<b>Community &amp; Careers (Living in the Wider World)</b> This unit will cover equality of opportunity in careers and life choices, and different types and patterns of work	<b>Employability Skills (Living in the Wider World)</b> This unit will cover employability and online presence .	<b>Mental Health (Health &amp; Wellbeing)</b> This unit will cover mental health and ill health, stigma, safeguarding health, including during periods of transition or change .	<b>Building for the Future (Health &amp; Wellbeing)</b> This unit covers self-efficacy, stress management, and future opportunities.
<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>How to build self-worth and self efficacy</li> <li>Qualities and behaviours relating to different types of positive relationships</li> <li>How to recognise unhealthy friendships</li> <li>How to recognise and challenge media stereotypes</li> <li>How to evaluate expectations of romantic relationships</li> <li>About consent and how to seek and assertively communicate</li> </ul>	<ul style="list-style-type: none"> <li>About equality of opportunity in life and work</li> <li>How to challenge stereotypes and discrimination in relation to work and pay (disability/race/sexism in the work place)</li> <li>About employment and voluntary work</li> <li>How to set challenging goals for future careers and challenge expectations that limit life choices</li> <li>Understanding what National Insurance and Tax contributions &amp; why they need to be made</li> </ul>	<ul style="list-style-type: none"> <li>About young people's employment rights and responsibilities</li> <li>Skills for enterprise and responsibility</li> <li>How to give and act upon constructive feedback</li> <li>How to manage their 'personal brand' online</li> <li>Habits and strategies to support progress</li> <li>How to identify and access support for concerns relating to life online</li> </ul>	<ul style="list-style-type: none"> <li>How to manage challenges during adolescence</li> <li>How to reframe negative thinking</li> <li>Strategies to promote mental health and emotional wellbeing</li> <li>About the signs of emotional or mental ill-health</li> <li>How to access support or treatment</li> <li>About the portrayal of mental health in the media</li> <li>How to challenge stigma, stereotypes and misinformation</li> <li>Revision Skills</li> </ul>	<ul style="list-style-type: none"> <li>How to manage the judgement of others and self-efficacy</li> <li>How to balance ambition and unrealistic expectation</li> <li>How to develop self-efficacy, including motivating, perseverance, and resilience</li> <li>How to maintain a healthy self-concept</li> <li>About the nature, causes and effects of stress</li> <li>Stress management strategies, including maintaining healthy sleep habits</li> <li>About positive and safe ways to create content online and the opportunities this offers</li> <li>How to balance time online</li> <li>Revision Skills</li> </ul>
<b>Relationships and Sex Education (RSE) Statutory Links (See policy)</b>	<ol style="list-style-type: none"> <li>Families (1.7)</li> <li>Respectful relationships including friends (2.1, 2.2, 2.4, 2.6)</li> <li>Being safe (4.1, 4.2)</li> <li>Intimate sexual relationships, including sexual health (5.1, 5.2)</li> <li>The law (6.2, 6.3)</li> </ol>	<ol style="list-style-type: none"> <li>Respectful relationships including friends (2.3, 2.8)</li> </ol>	<ol style="list-style-type: none"> <li>Respectful relationships including friends (2.2, 2.4, 2.5)</li> <li>Online &amp; media ( 3.1, 3.2, 3.3, 3.4, 3.8)</li> <li>Intimate sexual relationships, including sexual health ( 5.2)</li> </ol>	<ol style="list-style-type: none"> <li>Intimate sexual relationships, including sexual health ( 5.2)</li> </ol>	<ol style="list-style-type: none"> <li>Online &amp; media ( 3.1, 3.5, 3.8)</li> <li>Intimate sexual relationships, including sexual health ( 5.4)</li> </ol>
<b>Health Education (HE) Statutory Links (See Policy)</b>	<ol style="list-style-type: none"> <li>Mental wellbeing (7.5)</li> </ol>	<ol style="list-style-type: none"> <li>Mental wellbeing (7.6)</li> </ol>	<ol style="list-style-type: none"> <li>Mental wellbeing (7.5)</li> <li>Internet safety &amp; harms (8.1, 8.2)</li> </ol>	<ol style="list-style-type: none"> <li>Mental wellbeing (7.3, 7.4, 7.5, 7.6)</li> <li>Physical health &amp; fitness (9.1)</li> </ol>	<ol style="list-style-type: none"> <li>Mental wellbeing (7.3, 7.4, 7.5, 7.6)</li> <li>Internet safety &amp; harms (8.1)</li> </ol>
<b>Citizenship Links</b>					Human rights and international law.
<b>RE (British Values)</b>	WHY DO WE HAVE RELIGIOUS FESTIVALS? Hannukah & DIVALI	Why does God allow suffering?	Religion, immigration and social cohesion	Perceptions of Religion in the media: Social Media	What is Mormonism?