

## Appendix F

### Patcham High School Curriculum Map for new Statutory RSHE

Reviewed October 2022

To be included within each theme:

- Skills
- Law
- Getting/signposting support
- Online and media
- SEND/inclusivity
- *\*Non statutory Learning Opportunities*

### Core Theme: Relationships KS3

Topics	PSHE Association Programme of study Learning Opportunities and code	Year Group	Place in curriculum	Resources	
<b>Me</b> (including identity, heritage, mental wellbeing)	<b>R3.9</b>	to clarify and develop personal values in friendships, love and sexual relationships	7 8 9	7 – Friendship, LGBT+ 8 – Teenage relationships 9 – Love, consent and sex	<a href="http://www.beem.org.uk/">http://www.beem.org.uk/</a> PSHE – Relationships (RSE) – Fantasy Vs Reality KS3
	<b>R3.14</b>	the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school	7 8 9	7 – Friendship 8 – Teenage relationships, discrimination	

		and wider society, family and friendships, including online)		9 – Love, consent and sex	
	<b>R3.18</b>	to manage the strong feelings that relationships can cause (including sexual attraction)	8 9	8 – Teenage relationships, puberty 9 – Love, consent and sex	<a href="http://www.beem.org.uk/">http://www.beem.org.uk/</a> PSHE – Relationships (RSE) – Fantasy Vs Reality KS3
	<b>R3.19</b>	to develop conflict management skills and strategies to reconcile after disagreements	7 8 9	7 – Friendship, empathy 8 – Teenage relationships, CSE 9 – Abuse	
	<b>R3.21</b>	how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships	7 8 9	7 – Friendship, e-safety, bereavement 8 – Law, sex and the internet 9 - Abuse	
	<b>R3.22</b>	<i>*the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support</i>	7	7 - Bereavement	
<b>Friendship and Relationship</b> (including sex, healthy and intimate relationships, consent, Drug, alcohol and tobacco )	<b>R3.1</b>	about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them	7 9	7 – Friendship, LGBT+, family 9 – Types of love	<a href="http://www.beem.org.uk/">http://www.beem.org.uk/</a> PSHE – Relationships (RSE) – Fantasy Vs Reality KS3
	<b>R3.2</b>	indicators of positive, healthy relationships and unhealthy relationships, including online	7 8 9	7 – Friendship, empathy 8 – Teenage relationships, CSE 9 – Abuse and consent	<a href="https://www.disrespectnobody.co.uk/">https://www.disrespectnobody.co.uk/</a> Disrespect Nobody campaign – clips and info – Consent, sexual harassment, rape, sexting, relationship abuse, pornography
	<b>R3.7</b>	how the media portrays relationships and the potential impact of this on people's expectations of relationships	8 9	8 – Teenage relationships, law, sex and the media	<a href="http://www.beem.org.uk/">http://www.beem.org.uk/</a> PSHE – Relationships (RSE) – Fantasy Vs Reality KS3

			9 – Sex and the media, perceptions and reality, pornography	
<b>R3.8</b>	that the portrayal of sex in the media and social media (including pornography) can affect people’s expectations of relationships and sex	8 9	8 – Teenage relationships, law, sex and the media 9 – Sex and the media, perceptions and reality, pornography	<a href="https://campaignresources.phe.gov.uk/schools/resources/body-image-lesson-plan-pack">https://campaignresources.phe.gov.uk/schools/resources/body-image-lesson-plan-pack</a> Public Health England – Body image in a digital world <a href="http://www.beem.org.uk/">http://www.beem.org.uk/</a> PSHE – Relationships (RSE) – Fantasy Vs Reality KS3
<b>R3.10</b>	the importance of trust in relationships and the behaviours that can undermine or build trust	7 8 9	7 – Friendship 8 – Teenage relationships, discrimination 9 – Love, consent and sex	<a href="http://www.beem.org.uk/">http://www.beem.org.uk/</a> PSHE – Relationships (RSE) – Fantasy Vs Reality KS3
<b>R3.11</b>	to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships	8 9	8 – Teenage relationships, law, sex and the media 9 – Sex and the media, perceptions and reality, pornography	<a href="http://www.beem.org.uk/">http://www.beem.org.uk/</a> PSHE – Relationships (RSE) – Fantasy Vs Reality KS3
<b>R3.12</b>	that everyone has the choice to delay sex, or to enjoy intimacy without sex	8 9	8 – Teenage relationships, CSE 9 – Love, consent, perceptions and reality	<a href="http://www.beem.org.uk/">http://www.beem.org.uk/</a> PSHE – Relationships (RSE) – Fantasy Vs Reality KS3
<b>R3.13</b>	how to safely and responsibly form, maintain and manage positive relationships, including online	7 8 9	7 – Friendship, e-safety 8 – Teenage relationships, law, sex and the media	<a href="https://www.disrespectnobody.co.uk/">https://www.disrespectnobody.co.uk/</a> Disrespect Nobody campaign – clips and info – Consent, sexual harassment, rape, sexting, relationship abuse, pornography

			9 – Sex and the media, perceptions and reality, pornography	<a href="http://www.beem.org.uk/">http://www.beem.org.uk/</a> PSHE – Relationships (RSE) – Fantasy Vs Reality KS3
<b>R3.15</b>	<i>*to further develop and rehearse the skills of team working</i>		All lessons include discussions and different attitudes explained and unpicked	
<b>R3.16</b>	<i>*to further develop the skills of active listening, clear communication, negotiation and compromise</i>	9	All lessons involve discussion, debate and how to resist peer pressure.  9 – Condoms and consent	
<b>R3.28</b>	to gauge readiness for sexual intimacy	8 9	8 – Teenage relationships, CSE 9 – Love, consent, perceptions and reality	<a href="http://www.beem.org.uk/">http://www.beem.org.uk/</a> PSHE – Relationships (RSE) - CSE
<b>R3.31</b>	that intimate relationships should be pleasurable	9	9 – Love, consent, perceptions and reality	<a href="http://www.beem.org.uk/">http://www.beem.org.uk/</a> PSHE – Relationships (RSE) – Fantasy Vs Reality KS3
<b>R3.32</b>	the communication and negotiation skills necessary for contraceptive use in healthy relationships (see also 'Health')	9	9 – Condoms, contraception, consent	
<b>R3.35</b>	the roles and responsibilities of parents, carers and children in families	7 9	7 – Family 9 – Types of love and relationships	

	<b>R3.36</b>	the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children	7	7 - Family	
<b>Healthy body, healthy mind</b> (including physical health and fitness, health and prevention, mental wellbeing, families, online and media/safety and harms, intimate relationships Drug, alcohol and tobacco, Being safe, Physical health/eating/prevention)	<b>R3.33</b>	the risks related to unprotected sex	9	9 – condoms and contraception	
	<b>R3.34</b>	the consequences of unintended pregnancy, sources of support and the options available		Not directly addressed but year 9 pupils signposted to sexual health services in city	
<b>Equality and diversity</b> (including anti-bullying, understanding the world, mental wellbeing,	<b>R3.3</b>	<i>*about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation</i>	7 8 9	All lessons are inclusive of identities; gender and sexual orientation. 7 – Identity, gender, LGBT+ 8 – Diversity and discrimination,	<a href="http://www.beem.org.uk/">http://www.beem.org.uk/</a> PSHE Secondary – LGBT (RSE) All of us resource <a href="https://www.stonewall.org.uk/best-practice-toolkits-and-resources-0">https://www.stonewall.org.uk/best-practice-toolkits-and-resources-0</a> - many resources, posters, leaflets

respectful relationships)				Teenage relationships, CSE 9 - Sex	
	<b>R3.4</b>	<i>*the difference between biological sex, gender identity and sexual orientation</i>	7	7 – Gender	<a href="http://www.beem.org.uk/">http://www.beem.org.uk/</a> PSHE Secondary – LGBT (RSE) All of us resource <a href="https://www.stonewall.org.uk/best-practice-toolkits-and-resources-0">https://www.stonewall.org.uk/best-practice-toolkits-and-resources-0</a> - many resources, posters, leaflets
	<b>R3.5</b>	to recognise that sexual attraction and sexuality are diverse			<a href="http://www.beem.org.uk/">http://www.beem.org.uk/</a> PSHE Secondary – LGBT (RSE) All of us resource <a href="https://www.stonewall.org.uk/best-practice-toolkits-and-resources-0">https://www.stonewall.org.uk/best-practice-toolkits-and-resources-0</a> - many resources, posters, leaflets
	<b>R3.38</b>	to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied	7 8	7 – Friendship, empathy, bullying 8 – Diversity and discrimination	<a href="http://www.beem.org.uk/">http://www.beem.org.uk/</a> PSHE Secondary – LGBT (RSE) All of us resource <a href="https://www.stonewall.org.uk/best-practice-toolkits-and-resources-0">https://www.stonewall.org.uk/best-practice-toolkits-and-resources-0</a> - many resources, posters, leaflets
	<b>R3.39</b>	the impact of stereotyping, prejudice and discrimination on individuals and relationships	7 8	7 – Friendship, empathy, bullying 8 – Diversity and discrimination	<a href="http://www.beem.org.uk/">http://www.beem.org.uk/</a> PSHE Secondary – LGBT (RSE) All of us resource <a href="https://www.stonewall.org.uk/best-practice-toolkits-and-resources-0">https://www.stonewall.org.uk/best-practice-toolkits-and-resources-0</a> - many resources, posters, leaflets
	<b>R3.40</b>	about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice	7 8	7 – Friendship, empathy, bullying 8 – Diversity and discrimination	<a href="http://www.beem.org.uk/">http://www.beem.org.uk/</a> PSHE Secondary – LGBT (RSE) All of us resource <a href="https://www.stonewall.org.uk/best-practice-toolkits-and-resources-0">https://www.stonewall.org.uk/best-practice-toolkits-and-resources-0</a> - many resources, posters, leaflets
	<b>R3.41</b>	the need to promote inclusion and challenge discrimination, and how to do so safely, including online	7 8	7 – Friendship, empathy, bullying 8 – Diversity and discrimination	<a href="http://www.beem.org.uk/">http://www.beem.org.uk/</a> PSHE Secondary – LGBT (RSE) All of us resource

					<a href="https://www.stonewall.org.uk/best-practice-toolkits-and-resources-0">https://www.stonewall.org.uk/best-practice-toolkits-and-resources-0</a> - many resources, posters, leaflets
<b>Safety and Risk</b> (including law, online and media/safety and harms, intimate relationships)	<b>R3.6</b>	that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion			
	<b>R3.17</b>	strategies to identify and reduce risk from people online that they do not already know; when and how to access help	7 8	7 – E-safety 8 - CSE	<a href="https://www.ymcadlg.org/wp-content/uploads/WiSE-Up-To-Boys-Resouce-Pack.pdf">https://www.ymcadlg.org/wp-content/uploads/WiSE-Up-To-Boys-Resouce-Pack.pdf</a> Sexual exploitation, consent, healthy relationships, bullying – including online <a href="http://www.beem.org.uk/">http://www.beem.org.uk/</a> PSHE – Relationships (RSE) - CSE
	<b>R3.20</b>	to manage the influence of drugs and alcohol on decision-making within relationships and social situations	9	9 – Drugs and alcohol, Consent	
	<b>R3.23</b>	the services available to support healthy relationships and manage unhealthy relationships, and how to access them		All students signposted regularly to relevant services	<a href="http://www.beem.org.uk/">http://www.beem.org.uk/</a> PSHE – Relationships (RSE) - CSE
	<b>R3.24</b>	that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances	8 9	8 – Teenage relationships, CSE 9 – Consent and love	<a href="http://www.beem.org.uk/">http://www.beem.org.uk/</a> PSHE Secondary – Relationships (RSE) Consent <a href="https://www.ymcadlg.org/wp-content/uploads/WiSE-Up-To-Boys-Resouce-Pack.pdf">https://www.ymcadlg.org/wp-content/uploads/WiSE-Up-To-Boys-Resouce-Pack.pdf</a> Sexual exploitation, consent, healthy relationships, bullying – including online
	<b>R3.25</b>	about the law relating to sexual consent	8 9	8 – Teenage relationships, Law, sex and the internet, CSE 9 – Consent and love	<a href="http://www.beem.org.uk/">http://www.beem.org.uk/</a> PSHE Secondary – Relationships (RSE) Consent <a href="https://www.disrespectnobody.co.uk/">https://www.disrespectnobody.co.uk/</a> Disrespect Nobody campaign – clips and info – Consent, sexual harassment, rape, sexting, relationship abuse, pornography

				<a href="https://www.ymcadlg.org/wp-content/uploads/WiSE-Up-To-Boys-Resouce-Pack.pdf">https://www.ymcadlg.org/wp-content/uploads/WiSE-Up-To-Boys-Resouce-Pack.pdf</a> Sexual exploitation, consent, healthy relationships, bullying – including online
<b>R3.26</b>	how to seek, give, not give and withdraw consent (in all contexts, including online)	8 9	8 – Teenage relationships, Law, sex and the internet, CSE 9 – Consent and love	<a href="http://www.beem.org.uk/">http://www.beem.org.uk/</a> PSHE Secondary – Relationships (RSE) Consent <a href="https://www.disrespectnobody.co.uk/">https://www.disrespectnobody.co.uk/</a> Disrespect Nobody campaign – clips and info – Consent, sexual harassment, rape, sexting, relationship abuse, pornography <a href="https://www.ymcadlg.org/wp-content/uploads/WiSE-Up-To-Boys-Resouce-Pack.pdf">https://www.ymcadlg.org/wp-content/uploads/WiSE-Up-To-Boys-Resouce-Pack.pdf</a> Sexual exploitation, consent, healthy relationships, bullying – including online
<b>R3.27</b>	that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected	8 9	8 – Teenage relationships, Law, sex and the internet, CSE 9 – Consent and love	<a href="http://www.beem.org.uk/">http://www.beem.org.uk/</a> PSHE Secondary – Relationships (RSE) Consent <a href="https://www.disrespectnobody.co.uk/">https://www.disrespectnobody.co.uk/</a> Disrespect Nobody campaign – clips and info – Consent, sexual harassment, rape, sexting, relationship abuse, pornography <a href="https://www.ymcadlg.org/wp-content/uploads/WiSE-Up-To-Boys-Resouce-Pack.pdf">https://www.ymcadlg.org/wp-content/uploads/WiSE-Up-To-Boys-Resouce-Pack.pdf</a> Sexual exploitation, consent, healthy relationships, bullying – including online
<b>R3.29</b>	the impact of sharing sexual images of others without consent	8 9	8 – Teenage relationships, Law, sex and the internet, sexting/ nudes, CSE 9 – Consent and love	<a href="http://www.beem.org.uk/">http://www.beem.org.uk/</a> PSHE Secondary – Prevent. Online grooming – Varndean; Digital resilience – Dorothy Stringer <a href="https://www.disrespectnobody.co.uk/">https://www.disrespectnobody.co.uk/</a> Disrespect Nobody campaign – clips and



				info – Consent, sexual harassment, rape, sexting, relationship abuse, pornography
<b>R3.30</b>	how to manage any request or pressure to share an image of themselves or others, and how to get help	8 9	8 – Teenage relationships, Law, sex and the internet, sexting/ nudes, CSE 9 – Consent and love	<a href="http://www.beem.org.uk/">http://www.beem.org.uk/</a> PSHE Secondary – Prevent. Online grooming – Varndean; Digital resilience – Dorothy Stringer <a href="https://www.disrespectnobody.co.uk/">https://www.disrespectnobody.co.uk/</a> Disrespect Nobody campaign – clips and info – Consent, sexual harassment, rape, sexting, relationship abuse, pornography
<b>R3.37</b>	the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others	8 9	8 – Teenage relationships, Law, sex and the internet, sexting/ nudes, CSE 9 – Abuse, Consent and love	<a href="https://www.ymcadlg.org/wp-content/uploads/WiSE-Up-To-Boys-Resouce-Pack.pdf">https://www.ymcadlg.org/wp-content/uploads/WiSE-Up-To-Boys-Resouce-Pack.pdf</a> Sexual exploitation, consent, healthy relationships, bullying – including online <a href="https://www.disrespectnobody.co.uk/">https://www.disrespectnobody.co.uk/</a> Disrespect Nobody campaign – clips and info – Consent, sexual harassment, rape, sexting, relationship abuse, pornography
<b>R3.42</b>	to recognise peer influence and to develop strategies for managing it, including online		All lessons acknowledge resisting peer pressure	
<b>R3.43</b>	<i>*the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support</i>	8 9	8 – CSE 9 - Abuse	
<b>R3.44</b>	<i>*that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this</i>	8 9	8 – Teenage relationships, Law, sex and the internet, sexting/ nudes, CSE 9 – perceptions and reality, consent	

	<b>R3.45</b>	<i>*about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours</i>	8 9	8 – CSE, county lines 9 – County lines	
	<b>R3.46</b>	strategies to manage pressure to join a gang, exit strategies and how to access appropriate support	8 9	8 – CSE, county lines 9 – County lines	
	<b>R3.47</b>	motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon			