

# ARK PUTNEY ACADEMY RSE/HE & CITIZENSHIP OVERVIEW Y7-11

| YEAR | COMMUNITY<br>Autumn 1   | COMMITMENT<br>Autumn 2   | INDEPENDENCE<br>Spring 1  | EFFORT<br>Spring 2   | ENTHUSIASM<br>Summer 1  | TEAMWORK<br>Summer 2   |
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| 7    | <p><b>Respectful relationships, including friendships</b><br/><b>Pupils should know:</b></p> <p>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.</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>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>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>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</p> | <p><b>Families-</b><br/><b>Pupils should know:</b></p> <p>That there are different types of committed, stable relationships.</p> <p>How these relationships might contribute to human happiness and their importance for bringing up children.</p> <p>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.</p> <p>Why marriage is an important relationship choice for many couples and why it must be freely entered into.</p> <p>The characteristics and legal status of other types of long-term relationships</p> <p>The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting.</p> <p>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.</p> | <p><b>Changing adolescent body</b><br/>Pupils should know:</p> <p>Key facts about puberty, the changing adolescent body and menstrual wellbeing</p> <p>The main changes which take place in males and females, and the implications for emotional and physical health</p> | <p><b>Physical health and fitness</b><br/>Pupils should know:</p> <p>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.</p> <p><b>Healthy eating</b><br/>Pupils should know:<br/>How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</p> <p><b>Health and prevention</b><br/>Pupils should know:</p> <p>About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.</p> <p>The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</p> | <p><b>Physical health and fitness</b><br/>Pupils should know:</p> <p>The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</p> <p>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.</p> | <p><b>Health and prevention</b><br/>Pupils should know:<br/>About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</p> <p>The facts and science relating to immunisation and vaccination.</p> |

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| 8 | <p><b>Drugs, alcohol and tobacco</b><br/>Pupils should know:<br/>The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.</p> <p>The law relating to the supply and possession of illegal substances.</p> <p>The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood</p> <p>The physical and psychological consequences of addiction, including alcohol dependency.</p> <p>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>Being safe</b><br/>Pupils should know:</p> <p>The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.</p> <p>How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).</p> <p><b>Internet safety and harms</b><br/>Pupils should know: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</p> | <p><b>Intimate and sexual relationships, including sexual health</b><br/>Pupils should know:</p> <p>How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</p> <p>The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and Menopause.</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex.</p> <p>The facts about the full range of contraceptive choices, efficacy and options available.</p> <p>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.</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</p> | <p><b>CITIZENSHIP</b></p> <p>The development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch</p> <p>The development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch</p> <p>The operation of Parliament, including voting and elections, and the role of political parties</p> | <p><b>CITIZENSHIP</b></p> <p>The functions and uses of money, the importance and practice of budgeting, and managing risks</p>   | <p><b>Online and Media.</b><br/>Pupils should know:</p> <p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</p> <p>About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</p> <p>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</p> <p>What to do and where to get support to report material or manage issues online</p> <p>How information and data is generated, collected, shared and used online.</p> |
| 9 | <p><b>Respectful relationships, including friendships. Pupils should know:</b></p> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable.</p>  | <p><b>Online and Media.</b><br/>Pupils should know:</p> <p>The impact of viewing harmful content.</p> <p>That 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</p>   | <p><b>Intimate and sexual relationships, including sexual health</b><br/>Pupils should know:</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</p>  | <p><b>Mental wellbeing</b><br/>Pupils should know:</p> <p>How to talk about their emotions accurately and sensitively, using appropriate vocabulary.</p> <p>That happiness is linked to being connected to others</p> <p>How to recognise the early signs of mental wellbeing concerns</p>  | <p><b>CITIZENSHIP</b></p> <p>The precious liberties enjoyed by the citizens of the United Kingdom</p> <p>The nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals</p> <p>The roles played by public institutions and voluntary groups</p> | <p><b>Online and Media.</b><br/>Pupils should know:</p> <p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</p> <p>About online risks, including that any material someone provides to another has the potential to be shared online and the</p>  |

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|    | <p>The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</p>   | <p>negatively affect how they behave towards sexual partners</p> <p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</p> <p>How information and data is generated, collected, shared and used online.</p>   | <p>That they have a choice to delay sex or to enjoy intimacy without sex.</p> <p>The facts about the full range of contraceptive choices, efficacy and options available.</p> <p>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).</p> <p>How the use of alcohol and drugs can lead to risky sexual behaviour</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</p>  | <p>Common types of mental ill health (e.g. Anxiety and depression).</p> <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> <p>The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness</p> <p>The precious liberties enjoyed by the citizens of the United Kingdom</p>   | <p>in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities</p>                      | <p>difficulty of removing potentially compromising material placed online</p> <p>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</p> <p>What to do and where to get support to report material or manage issues online</p> |
| 10 | <p><b>Drugs, alcohol and tobacco</b><br/>Pupils should know:<br/>The physical and psychological consequences of addiction, including alcohol dependency.</p> <p>Awareness of the dangers of drugs which are prescribed but still present serious health risks</p> | <p><b>Internet safety and harms</b><br/>Pupils should know:<br/>The 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 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 information is targeted at them and how to be a discerning consumer of information online.</p> | <p><b>Intimate and sexual relationships, including sexual health</b><br/>Pupils should know:</p> <p>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</p> <p>The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and Menopause</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex.</p> <p>The facts about the full range of contraceptive choices, efficacy and options available.</p> <p>About the prevalence of some STIs, the impact they can have</p> | <p><b>CITIZENSHIP</b></p> <p>The legal system in the UK, different sources of law and how the law helps society deal with complex problems</p> <p>Diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding</p> <p>The different ways in which a citizen can contribute to the improvement of their community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity</p> <p>Income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent</p> | <p><b>CITIZENSHIP</b></p> <p>Income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent</p> | <p><b>Basic first aid</b><br/>Pupils should know:</p> <p>Basic treatment for common injuries.</p> <p>Life-saving skills, including how to administer CPR.15</p> <p>The purpose of defibrillators and when one might be needed</p>  |

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|    |   |  | <p>on those who contract them and key facts about treatment.</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</p> |   |  |  |
| 11 | <p><b>Respectful relationships, including friendships</b><br/><b>Pupils should know:</b></p> <p>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.</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>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>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>Intimate and sexual relationships, including sexual health</b><br/>Pupils should know:</p> <p>The facts around pregnancy including miscarriage.</p>  | <p><b>Mental wellbeing</b><br/>Pupils should know:</p> <p>How to talk about their emotions accurately and sensitively, using appropriate vocabulary.</p> <p>That happiness is linked to being connected to others</p> <p>How to recognise the early signs of mental wellbeing concerns</p> <p>Common types of mental ill health (e.g. Anxiety and depression).</p> <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> <p>The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness</p> |  | <p><b>CITIZENSHIP</b></p> <p>Parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press</p> <p>The different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond</p> <p>Other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom</p> <p>Local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world</p> <p>Human rights and international law</p> |