



# Aylsham High School

*Part of the Aylsham Learning Federation  
It takes a Whole Community to Educate a Child*

October 2023

Dear Parents and Carers,

As you are no doubt aware the DfE guidance on the teaching of statutory PSHE (Personal, Social, Health and Economic) education was updated in 2020. This includes more comprehensive guidance on the teaching of statutory RSHE (Relationship, Sex and Health Education).

We have been developing our PSHE curriculum since 2020 to ensure that we are meeting statutory requirements and delivering good quality, age appropriate RSHE that meets the needs of our young people.

Some RSHE is taught in weekly 'life skills' lessons during tutor time and is appropriate for all year groups. It includes topics such as healthy lifestyles, mental health, communication in relationships and consent.

We are beginning the teaching of the year-group specific statutory RSHE curriculum this year and we have got off to a successful start. Students are engaged and participating in lessons and have impressed staff with their enthusiasm, curiosity and maturity.

Lessons are taught by our RSHE team and they will replace regular timetabled lessons during the course of the year 4-6 times per year group.

An overview of statutory RSHE teaching is given below. It can also be found [here](#)

Further information is available on our website and examples of resources are available on request. If you have any questions please do not hesitate to contact me.

Kind regards,

Dr S. Poock  
Head of PSHE



LEADERSHIP in LEARNING  
The Cambridge Network

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**RSHE 2023/2024 OVERVIEW**

<b>Year group</b>	<b>AUTUMN TERM</b>		<b>SPRING TERM</b>		<b>SUMMER TERM</b>	
<b>Year 7</b>	<b>y7 puberty 1</b> -how to manage physical and emotional changes during puberty -about personal hygiene	<b>y7 puberty 1</b> -how to manage physical and emotional changes during puberty -about personal hygiene	<b>y7 puberty 2</b> -how to recognise and respond to inappropriate and unwanted contact - how to access help and support	<b>y7 positive relationships 1</b> -about positive relationships -how to recognise unhealthy relationships -Where to seek help in school and sources of support		<b>Y7 positive relationships 2</b> -how to recognise and challenge media stereotypes -how to evaluate expectations for romantic relationships (e.g. from social media, film, TV) -about consent
	<b>y7 puberty 2</b> -how to recognise and respond to inappropriate and unwanted contact - how to access help and support	<b>y7 puberty 2</b> -how to recognise and respond to inappropriate and unwanted contact - how to access help and support				
<b>Year 8</b>	<b>y8 sex and the law 1</b> - positive behaviours in healthy relationships -about forming new partnerships and developing relationships -about the law in relation to consent -how to effectively communicate about consent in relationships	<b>y8 sex and the law 1</b> - positive behaviours in healthy relationships -about forming new partnerships and developing relationships -about the law in relation to consent -how to effectively communicate about consent in relationships	<b>Y8 sex and the law 2</b> -about the risks of 'sexting' and how to manage requests or pressure to send an image -sexual harassment and assault and the law -peer influence as a tool for tackling sexual harassment -Where to seek help in school and sources of support	<b>Healthy, intimate relationships 1</b>  • the qualities of positive, healthy relationships • how to demonstrate positive behaviours in healthy relationships	<b>Healthy, intimate relationships 2</b> -Recall human reproduction from science and puberty session from y7 • about basic forms of contraception, e.g. condom and pill  <b>Drugs and alcohol: caffeine, nicotine and alcohol</b> • about the over-consumption of energy drinks • about the relationship between habit and dependence • how to assess the risks of alcohol, tobacco, nicotine and e-cigarettes (vaping)	<b>EDI: gender identity and sexuality</b> • about gender identity and sexual orientation about the Equality Act, diversity and values • about gender identity, transphobia and gender-based discrimination • how to recognise and challenge homophobia and biphobia and transphobia

					<ul style="list-style-type: none"> <li>• how to manage influences in relation to substance use</li> <li>• how to recognise and promote positive social norms and attitudes</li> </ul> -Where to seek help in school and sources of support	
<b>Year 9</b>	<b>y9 respectful relationships 1</b> <ul style="list-style-type: none"> <li>• about different types of families and parenting</li> <li>• about positive relationships in the home and ways to reduce homelessness amongst young people</li> <li>• about conflict and its causes</li> <li>• conflict resolution strategies</li> </ul>	<b>y9 respectful relationships 1</b> <ul style="list-style-type: none"> <li>• about different types of families and parenting</li> <li>• about positive relationships in the home and ways to reduce homelessness amongst young people</li> <li>• about conflict and its causes</li> <li>• conflict resolution strategies</li> </ul>	<b>y9 respectful relationships 2</b> <ul style="list-style-type: none"> <li>• conflict resolution strategies</li> <li>• how to manage relationship and family changes, including relationship breakdown, separation and divorce</li> <li>• how to access support</li> </ul>	<b>Pornography 1: attitudes and assumptions</b> <ul style="list-style-type: none"> <li>• how the portrayal of relationships in the media and pornography might affect expectations</li> <li>• how to assess and manage risks of sending, sharing or passing on sexual images</li> </ul> -about image based sexual abuse ('revenge porn') and the law. <ul style="list-style-type: none"> <li>• how to secure personal information online</li> </ul>	<b>y9 Healthy, intimate relationships 1</b> <ul style="list-style-type: none"> <li>-about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex</li> <li>• about consent, the continuous right to withdraw consent and capacity to consent</li> </ul>	<b>y9 Healthy, intimate relationships 2</b> <ul style="list-style-type: none"> <li>• about STIs, effective use of condoms and negotiating safer sex</li> <li>• about the consequences of unprotected sex, including pregnancy</li> <li>• to take increased responsibility for physical health, including testicular self-examination, breast examination</li> </ul>
<b>Year 10</b>		<b>Y10 Healthy relationships 1</b> <ul style="list-style-type: none"> <li>• about relationship values and the role of pleasure in relationships</li> <li>• about the opportunities and risks</li> </ul>	<b>Pornography 2: influence and impact</b> <ul style="list-style-type: none"> <li>• how to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours</li> </ul>	<b>Y10 Recognising unhealthy relationships 1</b> <ul style="list-style-type: none"> <li>• about how social media may distort, mis-represent or target</li> </ul>	<b>Y10 Recognising unhealthy relationships 2</b> <ul style="list-style-type: none"> <li>• how to recognise and respond to pressure, coercion and exploitation, including</li> </ul>	

		of forming and conducting relationships online	-about the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent	information in order to influence beliefs and opinions <ul style="list-style-type: none"> <li>• how to manage conflicting views and misleading information</li> <li>• how to safely challenge discrimination, including online</li> <li>• how to recognise and respond to extremism and radicalisation</li> </ul> -reporting and accessing appropriate support	reporting and accessing appropriate support <ul style="list-style-type: none"> <li>• how to recognise and challenge victim blaming</li> </ul>	
		<b>Y10 Healthy relationships 2</b> <ul style="list-style-type: none"> <li>• about assumptions, misconceptions and social norms about sex, gender and relationships</li> <li>• about asexuality, abstinence and celibacy</li> </ul> -how to safely challenge discrimination, including online				
Year 11	<b>Y11 Communication in relationships 1</b> <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> </ul>		<b>Y11 Families 1</b> <ul style="list-style-type: none"> <li>• about different types of families and changing family structures</li> <li>• how to evaluate readiness for parenthood and positive parenting qualities</li> <li>• about adoption and fostering</li> <li>• how to manage change, loss, grief and bereavement</li> <li>• about ‘honour based’ violence and forced marriage and how to safely access support</li> </ul>	<b>Y11 Families 2</b> <ul style="list-style-type: none"> <li>• about fertility, including how it varies and changes</li> <li>• about pregnancy, birth and miscarriage</li> <li>• about unplanned pregnancy options, including abortion</li> </ul>	<b>Y11 Families 2</b> <ul style="list-style-type: none"> <li>• about fertility, including how it varies and changes</li> <li>• about pregnancy, birth and miscarriage</li> <li>• about unplanned pregnancy options, including abortion</li> </ul>	
	<b>Y11 Communication in relationships 2</b> <ul style="list-style-type: none"> <li>• how to handle unwanted attention, including online</li> <li>• how to challenge harassment and stalking, including online</li> </ul>					

	<ul style="list-style-type: none"><li>• about various forms of relationship abuse</li><li>• about unhealthy, exploitative and abusive relationships (including online)</li><li>• how to access support in abusive relationships and how to overcome challenges in seeking support</li></ul>					
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