# Post-16 Curriculum Long Term Planning: Relationships and Sex Education and Health Education

## Curriculum Intent

The Post-16 RSHE curriculum at Chadsgrove School is part of the 'Health' section of the Preparing for Adulthood Framework. The Post-16 RSHE curriculum aims to prepare pupils for adulthood by:
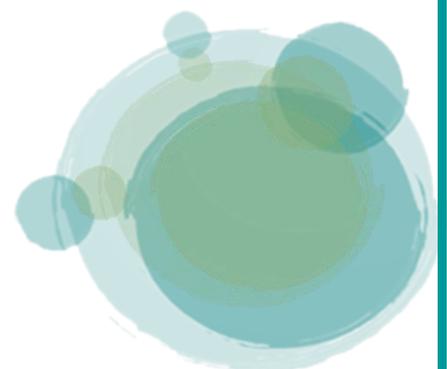
- Developing and increasing a pupil's self esteem
- Enabling pupils to realise that everyone is in charge of, and responsible for, their own body
- Supporting pupils through their physical, emotional and moral development
- Enabling pupils to have some appreciation of the importance of values, individual conscience and moral considerations
- Providing knowledge and understanding about loving relationships, human reproduction, sexual health, emotions and relationships
- Working with pupils to help them to learn the reasons for delaying sexual activity and the avoidance of an unplanned pregnancy
- Helping pupils learn how to recognise and avoid exploitation or abuse
- Teaching with due regard for the family background and current understanding of each pupil

Both Formal and Semi-Formal Pathways follow National Curriculum RSHE topics. The RSHE Long Term Plan is supported by planning and resources from EQUALS SLD schemes of work which enable adaptive teaching to meet individual pupil needs.

Due to the wide variety of individual pupil needs, RSHE in Post-16 can be particularly challenging to deliver. The level of maturity of the class group concerned and the particular situation of each individual must be considered. RSHE sessions are timetabled at the same time for all Post-16 pupils so that different groups can mix according to lesson content and pupil need.

In addition to weekly, timetabled session for RSHE, pupils take part in 'Keeping Safe' curriculum days. If a pupil is identified as requiring bespoke sessions for particular RSHE topics, these are planned for accordingly.

Books Beyond Words texts and other texts are available to support identified needs of pupils following both Formal and Semi-Formal Pathways. These include Falling in Love, Loving Each Other Safely, Having a Baby, Hug Me Touch Me, Making Friends, Michelle Finds a Voice, Speaking Up For Myself, I Can Get Through It (sexual abuse/exploitation), When Dad Hurts Mum and more.

## Curriculum Implementation

Formal Pathway & Semi-Formal Pathway:

| Autumn 2024 | Spring 2025 | Summer 2025 |
|---|---|---|
| Relationships & Online Safety<br><br>Pupils will develop healthier interactions, builds stronger, supportive communities, and gain resilience needed to navigate society.<br><br>Pupils will gain crucial skills to protect their personal information, recognise threats, and navigate the digital world safely.<br><br>**Suggested Topics:**<br>• *Communicating about feelings*<br>• Healthy and unhealthy relationships<br>• *Relationships and divorce*<br>• *Online Safety*<br>• *The Media*<br>• Internet safety. Living Safely in a 'connected' world<br><br>**Suggested Resources:**<br>• *Yasmine and Tom teaching aids*<br><br>• *Equals unit 4.4e Communicating about feelings and relationships*<br>• *Equals unit 4.3a Safe relationships and lifestyle*<br>• *Equals unit 4.5d Relationships and divorce Equals*<br>• *unit 4.2f The media*<br>• *Equals unit 4.5d Relationships and divorce. Sexuality. LGBT*<br>• *Equals unit 4.4e Communicating about feelings and relationships* | Diversity & Self Evaluation<br><br>Pupils will develop an appreciation for different cultures, perspectives, and experiences.<br><br>Pupils will develop essential interpersonal skills that empower them to navigate disagreements constructively, build stronger, more positive relationships, and contribute to a more peaceful and collaborative society.<br><br>**Suggested Topics:**<br>• *Stereotypes*<br>• *Radicalisation*<br>• *Ethnic diversity*<br>• *Community belonging*<br>• *Making compromise and conflict resolution*<br><br>**Suggested Resources:**<br>• *Yasmine and Tom teaching aids*<br>• *Equals unit 3.4f Making compromise, goodwill and conflict resolution*<br>• *Equals unit 3.5d Community belonging*<br>• *Equals unit 4.4d Ethnic diversity. Radicalisation*<br>• *Equals unit 4.4a Stereotypes*<br>• *Equals unit 4.4a Stereotypes. Explicit images, pornography and the law*<br>• *Equals unit 4.4d Ethnic diversity. Radicalisation* | Sexual Health<br><br>Pupils will gain vital knowledge and understanding to make informed decisions regarding their bodies and relationships. This topic promotes physical and emotional well-being and encourages responsible behavior.<br><br>**Suggested Topics:**<br>• Human development<br>• Pregnancy<br>• Teenage pregnancy<br>• Responsibilities of parenthood<br>• Sexual relationships and the law including sexual health<br>• Intimate and sexual relationships<br>• Being safe and sexual health<br>• Sexual exploitation<br><br>**Suggested Resources:**<br>• *Yasmine and Tom teaching aids*<br>• Red contraceptives box<br>• *Equals unit 4.5e Pregnancy and birth Responsibilities of parenthood*<br>• *Equals unit 4.5b Teenage pregnancy*<br>• *Equals unit 3.5f Human Development*<br>• *Equals unit 4.3a Safe relationships and lifestyle*<br>• *Equals unit 4.5f Sexuality and enjoyment. Sexually transmitted infections*<br>• *Equals unit 4.5c Sexual Health. Contraception and safe sex for LGBT*<br>• *Equals unit 4.5e Pregnancy and birth. Responsibilities of parenthood*<br>• *Equals unit 4.5b Teenage pregnancy*<br>• *Equals unit 4.5a Understanding my bodily needs. Delaying sexual activity* |

## Curriculum Impact

The impact of the Post-16 RSHE curriculum at Chadsgrove School enables pupils on the Formal and Semi-Formal Pathways to make decisions about their own bodies with greater confidence. Pupils can apply their RSHE knowledge, including their physical, social and emotional development in real life situations and contexts, allowing them to participate fully in society as young adults. Post-16 pupils gain evidence to support individual Annual Review targets and Equals units in RSHE work folders.