



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:

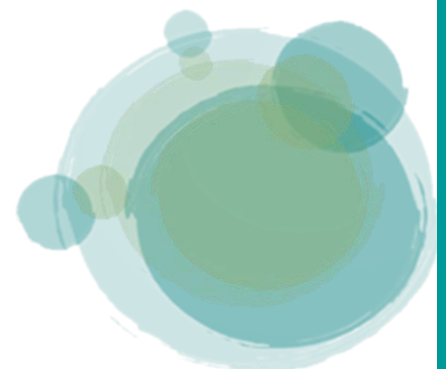
- Developing and increasing a pupil's self esteem
- Enabling pupils to realise that everyone is in charge of, and responsible for, their own body
- Supporting pupils through their physical, emotional and moral development
- Enabling pupils to have some appreciation of the importance of values, individual 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 plus more.



Curriculum Implementation

Formal Pathway:

Autumn 2023	Spring 2024	Summer 2024
<p>Healthy and unhealthy relationships</p> <p>Intimate Relationships Sexual exploitation</p> <p>Online and Media Internet safety. Living Safely in a 'connected' world</p> <p>Suggested Resources:</p> <ul style="list-style-type: none"> • <i>Equals unit 4.5d Relationships and divorce. Sexuality. LGBT</i> • <i>Equals unit 4.4e Communicating about feelings and relationships</i> • <i>Equals unit 4.4a Stereotypes. Explicit images, pornography and the law</i> • <i>Equals unit 4.4d Ethnic diversity. Radicalisation</i> 	<p>Sexual relationships including sexual health</p> <p>Intimate and sexual relationships</p> <p>Being safe and sexual health</p> <p>Suggested Resources:</p> <ul style="list-style-type: none"> • <i>Equals unit 4.3a Safe relationships and lifestyle</i> • <i>Equals unit 4.5f Sexuality and enjoyment. Sexually transmitted infections</i> • <i>Equals unit 4.5c Sexual Health. Contraception and safe sex for LGBT</i> 	<p>Sexual relationships and the law including sexual health</p> <p>Being Safe <i>Responsibilities of parenthood.</i></p> <p>Being Safe</p> <p>Suggested Resources:</p> <ul style="list-style-type: none"> • <i>Equals unit 4.5e Pregnancy and birth. Responsibilities of parenthood</i> • <i>Equals unit 4.5b Teenage pregnancy</i> • <i>Equals unit 4.5a Understanding my bodily needs. Delaying sexual activity</i>

Semi-Formal Pathway:

Autumn 2023	Spring 2024	Summer 2024
<p>Families</p> <p>Respectful relationships including friendships</p> <p>Online and Media Being Safe</p> <p>Suggested Resources:</p> <ul style="list-style-type: none"> • <i>Equals unit 4.4e Communicating about feelings and relationships</i> • <i>Equals unit 4.3a Safe relationships and lifestyle</i> • <i>Equals unit 4.4a Stereotypes</i> • <i>Equals unit 3.5f Human Development</i> 	<p>Respectful relationships</p> <p>Online and Media</p> <p>Families</p> <p>Internet safety. Living Safely in a 'connected' world</p> <p>Suggested Resources:</p> <ul style="list-style-type: none"> • <i>Equals unit 3.4f Making compromise, goodwill and conflict resolution</i> • <i>Equals unit 4.2f The media</i> • <i>Equals unit 3.5d Community belonging</i> • <i>Equals unit 4.4d Ethnic diversity. Radicalisation</i> 	<p>Healthy and unhealthy relationships</p> <p>Families</p> <p>Being Safe</p> <p>Suggested Resources:</p> <ul style="list-style-type: none"> • <i>Equals unit 4.5d Relationships and divorce</i> • <i>Equals unit 4.5e Pregnancy and birth Responsibilities of parenthood</i> • <i>Equals unit 4.5b Teenage pregnancy</i>

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.