



Willingdon

COMMUNITY SCHOOL

Curriculum Booklet

RSHE [Relationships,
Sexual and Health Education]

Sept 2025

Our School Curriculum Intent

The curriculum at Willingdon Community School offers a broad, balanced, personalised and challenging educational experience, which builds on students' experiences in the primary phase of their education.

It aims to provide all students with the knowledge, understanding, skills and attitudes which are necessary if they are to become successful learners who enjoy learning, make progress and achieve the best they are capable of.

Subject Vision

'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy and how to manage their academic, personal and social lives in a positive way.'

-Secretary of State Foreword

RSHE is underpinned by a clear set of embedded values and principles that complement the school ethos and permeate through the teaching practice, resources and classroom management of RSHE lessons. Our school values are Ambition, Respect, Compassion, Courtesy and Honesty. All of which come under the umbrella programme of developing Personal Excellence.

Our Programme of Study for RSHE at Willingdon School involves acknowledging that RSHE makes a significant contribution to the development of personal skills needed by students to establish and maintain relationships. RSHE will ensure that our young people are encouraged to understand the importance of stable, loving relationships, respect, love, and care. It also enables our students to make responsible and informed decisions about their health and wellbeing and their personal and digital safety.



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Key Concepts in RSHE

The majority of elements of the RSHE curriculum are a statutory requirement to teach to meet latest government RSHE guidance, July 2025 and The Equalities Act, 2010. RSHE is a mandatory element of the wider Personal Development journey for our students and is underpinned by our school values of Ambition, Respect, Courtesy, Compassion and Honesty. RSHE will be taught through a 'spiral curriculum'. This approach means that students will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior learning. There are three core modules within the RSHE curriculum: Health and Wellbeing, Relationships, Living in the Wider World. Learning objectives within these modules include:

Health and Wellbeing

- ✓ Aspects of personal hygiene related to puberty and body changes as well as taking responsibility for our oral, dental health. Students will also cover basic First Aid, CPR, allergies and choking as well as personal safety.
- ✓ Physical health will also link to the impacts of substance use and misuse including vapes, tobacco, alcohol and drugs.
- ✓ Mental health and positive strategies are also included, and Year 7 undertake a transition module in Term 1 as well as 10-week mindfulness course in Term 3 to build resilience in the face of challenges.

Relationships

- ✓ Building positive relationships and learning to identify healthy, unhealthy and harmful behaviours in relationships.
- ✓ Students consider the nature of relationships, changing relationships, loss and conflict. They will also study consent in relationships, intimate relationships, family planning and how to stay safe.
- ✓ Understanding bullying, self-esteem, confidence, and the impact these factors have on relationships. Students will explore how to develop resilience, seek support, and maintain respectful communication in all types of relationships.

Living in the Wider World

- ✓ Financial planning and understanding the world of work are included along with workplace law, discrimination and developing goals and targets.
- ✓ Citizenship and a wider understanding of governance, Protected Characteristics, British Values and the Equality Act 2010. Preventing exploitation, extremism and FGM are also covered.
- ✓ Digital literacy, online safety and reporting guidance are studied to supplement e-learning in other subjects.

Within each of these modules are a series of learning outcomes that are either statutory or guidance lessons. The aims of the lessons within each of the modules are set out in the RSHE learning journey.



Programme of Study Key Stage 3

Students at KS3 receive one timetabled lesson per week. The lessons are planned by staff with specialist training for the units that they study.

Year 7

- Unit 1:** Students complete a 7-week Transition module which will support their transition from primary school to secondary school and give them positive coping strategies for any challenges that arise.
- Unit 2:** Students complete a 10-week mindfulness accredited course which will support their transition from primary school to secondary school and give them positive coping strategies for any challenges that arise.
- Unit 3:** Students study Health and Wellbeing including the personal hygiene, first aid, mental health, sleep and nutrition.

Year 8 & 9

- Unit 1:** Students study relationships, looking at behaviours of positive role models, healthy and unhealthy behaviour, consent and families. Y9 – Body image, boundaries, values and stereotyping.
- Unit 2:** Students explore physical and mental health, how to cope with illness, puberty, conception and contraception. Y9 – Teen pregnancy, Genital health, substance misuse and FGM.
- Unit 3:** Digital citizenship, freedom of speech, discrimination and misinformation are some of the topics covered in the final module: Living in the wider world. Y9 – Managing debt, savings, bank statements and money attitudes.

Students study each of the three core modules across the year (Health & Wellbeing/ Relationships and Living in the Wider World). They cover a wide variety of the statutory topics and themes are developed from Year 8 into Year 9.

- KS4** Students revisit the core themes in an age-appropriate way so that their understanding of the main concepts can be applied to emerging situations and changing relationships that they may be experiencing. KS4 often have whole year group presentations from outside agencies e.g., Talk Consent, East Sussex Fire and Rescue Service, Safer Schools Road Partnership, so that they are receiving the most accurate and engaging formats for the information that they need to stay safe and make responsible decisions.

Coaching Time

- ✓ Students in all year groups have 25 minutes of coaching time each day for a range of pastoral activities. One session per week is dedicated to building students' cultural capital through awareness of different national and international anniversaries, celebrations, events and campaigns.
- ✓ Examples of the RSHE content might include Movember for Men's Health or Deaf Awareness week. During tutor time, students examine such topics and through an assembly presentation, a literacy exercise and an oracy exercise, they can explore in more depth, within their coach groupings, some of the wider thinking, questions and issues around these events.

Assessment Plan

Key Stage 3 and 4

Health and Wellbeing / Relationships / Living in the Wider World

The RSHE programme at KS3 is delivered through lessons in Terms 1, 3 and 5. At KS4 the lessons are delivered in Terms 2, 4 and 6. Both KS3 and KS4 also have sessions during coaching time focusing on particular awareness days or significant topics. Students also have access to multiple assemblies with themes. Relevant assessment for learning is completed by the teacher each lesson and reviewed termly by google form assessments. At KS3 students' engagement and behaviour are recorded in the school report for parents.

Awareness days / Themes

- Dyslexia Awareness
- Black History Month
- Armed Service and Mental Health
- Movember and Men's Health
- Antibullying Week
- Disability awareness month
- Faith and Reflections
- Physical Health and nutrition choices
- Safer Internet Day
- Children's mental health week
- Fair Trade Fortnight
- Women's History month
- Festivals and celebrations
- Stress awareness month
- Deaf awareness month
- Local history month
- Environment and biodiversity
- Pride month
- Musical diversity and festivals

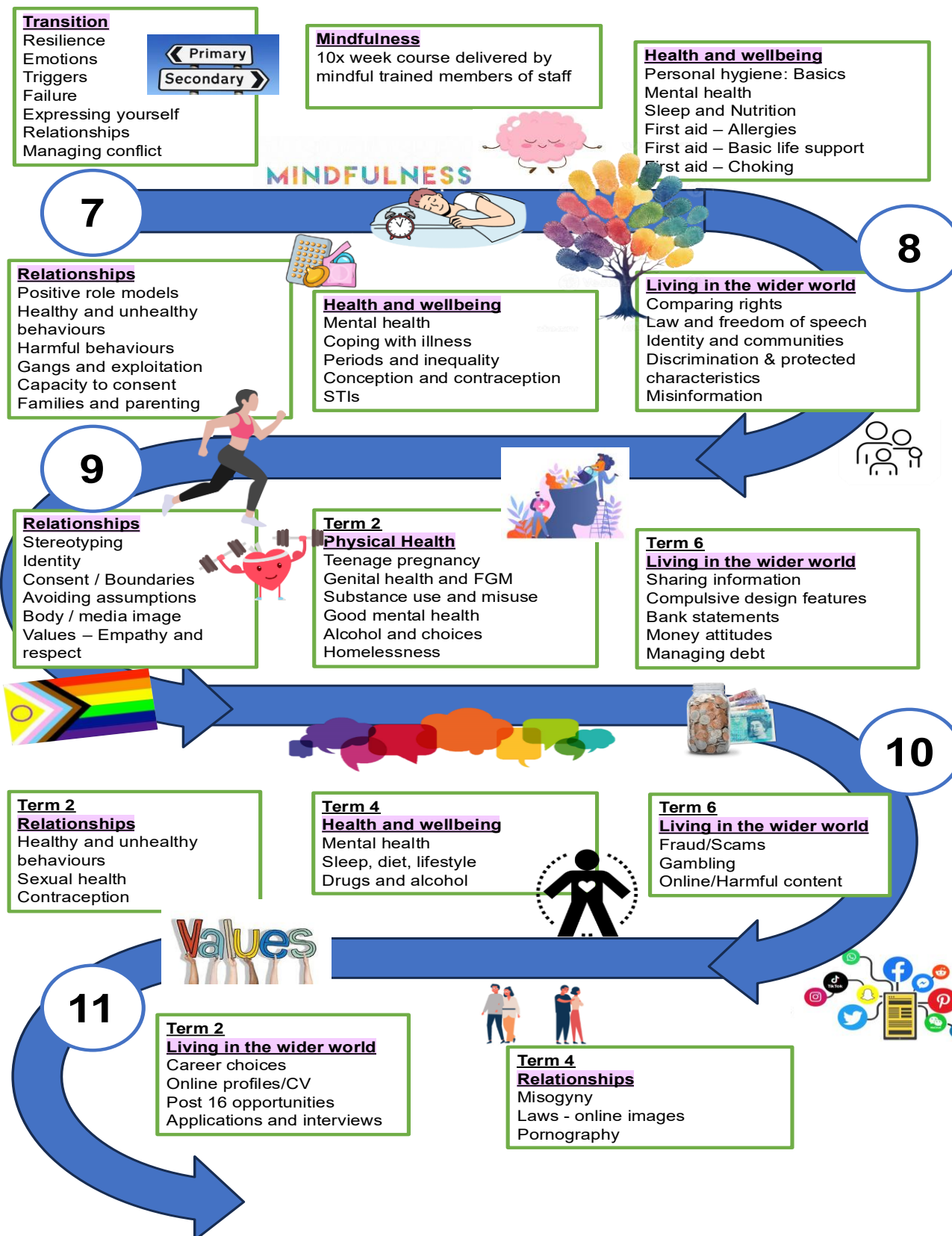
KS4 Seminars and Presentations

- Pregnancy and parenting (Straight Talking)
- Assertive communication
- Homelessness
- Consent (Talk Consent)
- Sexual harassment (Talk Consent)
- Alcohol awareness (AET)
- Summer safety and prevention of drowning (ESFRS)
- Valuing diversity
- Compassionate masculinity
- Road Safety (SSRP)
- Rail Safety (Southern Rail)
- Exploitation
- Gambling and debt
- Mental health and examination stress
- Substance use and misuse
- First Aid refresher



RSHE Learning Journey 25-26

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External organisations and workshops

Rail safety (Southern rail), Consent, Misogyny and Sexual harassment (Talk Consent), Knife crime (Charles Promise), County lines (Sussex police), Vaping (Time out), Harmful behaviours (Loudmouth).

"What do you like about RSHE lessons?"

What the students said...

'I enjoy RSHE because we learn things about looking after ourselves and others which we don't do so much in other lessons.'
(Year 8 student 2023)

'I have really enjoyed RSHE, and I find that the lessons help you learn in different ways and provide guidance for situations in real life.'
(Year 8 student 2025)

'RSHE is a great subject as it helps prepare you for the wider world and teaches you a lot about what situations you may come across when you are older' (Year 9 student 2025)

'I really enjoyed the lesson on first aid because I have an allergy, and it made me feel more safe talking about it and knowing what to do if somebody is in danger' (Year 7 student 2025)

Parents can help students by: -

- ✓ Encourage students to talk with you about their learning.
- ✓ Use the learning journey to see what sort of topics your young people will be covering each year.
- ✓ Look in the bulletin for the helpful tips around how to have conversations with teenagers, online safety and other tips on keeping safe.
- ✓ Keeping in touch with school about any difficulties that students may be facing so that we can support using positive strategies at school.
- ✓ Asking your young people questions about keeping safe online and personal safety. Ask them to teach you what they have learned in First Aid lessons or where the school defibrillator is, for example. They are always keen to talk about these things and teaching someone else is the best way to learn.

