

OHS Relationships and Sex Education Curriculum Map 2023-2024

The aim of Relationships and Sex Education at Oxford High School is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. We teach students to identify what a healthy relationship looks like and what makes a good friend, a good colleague, and a successful committed relationship. We teach students what is and what is not acceptable in a relationship. We also cover contraception, developing intimate relationships, and how to tackle peer pressure when it comes to sexual relationships. We believe that this will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right, and understand how such situations can be managed. Our RSE lessons are inclusive and LGBTQ+ content is fully integrated into the programme of study (see ground rules below) rather than taught in a standalone way.

We operate a spiral curriculum which builds on what children have learnt in Key Stage 1 and 2. RSE is taught to all year groups in the senior school in an age-appropriate way. In Year 7 we explore themes such as consent by looking at healthy and unhealthy friendships, which provides a foundation for romantic and sexual relationships in older years.

Relationships and Sex Education at OHS is taught in an inclusive way to ensure that it meets the needs of all pupils. At the start of each unit of work the teacher outlines the following 'ground rules':

- At times we will be covering some topics which may be difficult for some people. Students will be given an overview of the topics covered at the start of each half term so students should speak to their PSHCE teacher or form tutor if they are worried about a particular topic. Students will have the option of going to the library if they are worried about a particular lesson, talk or topic.
- We want PSHCE lessons to be a safe space for students to discuss topics but students will not have to say anything if they do not want to.
- All students will behave respectfully in lessons.
- What others say during discussions stays in the room (unless a student is worried by something said in a lesson in which case they may repeat it to a member of staff and/or a parent).
- Students can ask questions at any stage - no question is a silly question.
- When discussing relationships, no assumptions are to be made about families, romantic relationships or sexual partners. It is also not to be assumed that everyone will want a romantic or sexual partner now/in the future.
- We will use gender neutral terms when referring to relationships – for example, we will use 'they' or 'partner' during RSE sessions.

These ground rules can be adapted for younger pupils to ensure the message is age appropriate.

RSE is just one strand of our new, revitalised PSHCE programme. We will be providing more information in September on the other strands of our PSHCE curriculum: Life Beyond School, Active Citizenship, Mental and Physical Wellbeing, Online and Offline Choices (Staying Safe), Equality and Diversity. Parents will receive an introductory letter at the start of each half term detailing the content covered in PSHCE.

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In the autumn term, the first lesson for each class will focus on safeguarding. We will cover key people students can turn to in school and what happens when they share information with a member of staff. We will also cover how to support a friend and how to set boundaries/report to an adult.

Year 7

(Puberty (physical and emotional) to be covered under Mental Health and Wellbeing)

	Lesson	Content covered during the lesson	OHS Lesson/Speaker	Link to Statutory Guidance
1	What makes a family?	<ul style="list-style-type: none">• Different types of committed, stable, relationships and how these relationships might contribute to human happiness/importance of bringing up children.• What marriage is, including legal status. Why it is important for many couples.• Characteristics and legal status of other long-term relationships.• Roles of parents with respect to raising children.• Boundaries.• How to determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe - how to seek advice.• Families and friendships are the foundation for any future romantic relationships.	OHS Resources	Families
2	How do I make a friend?	<ul style="list-style-type: none">• Good relationships are built on good interactions.• Likeable and unlikeable qualities.• What is in my control/out of my control when it comes to friendships.• Listening skills.• Realistic view of developing friendships – it's normal to feel a little awkward!	OHS resources	Respectful relationships
3	What does a healthy friendship look like?	<ul style="list-style-type: none">• Benefits of healthy relationships to mental well-being and self respect plus negative consequences of unhealthy relationships.• Trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation.• Determine whether other young people are trustworthy.• ONLINE - healthy and unhealthy online behaviours to be covered.	OHS resources	Respectful relationships; Being safe

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4	How do I make new friends without upsetting my old ones?	<ul style="list-style-type: none"> • Positives of making new friends and reasons why it sometimes isn't completely straightforward. • Communication skills/developing emotional intelligence. • Calling out behaviour that is not inclusive. 	OHS resources	Respectful relationships
5	How do I know what boundaries I should set in a friendship?	<ul style="list-style-type: none"> • What boundaries are needed in a friendship • What behaviours are not okay (emotional/physical) • Unwanted contact - sexual harassment amongst friends (in an age appropriate way) • Coercive control and violent behaviour - some behaviours within relationships are criminal (delivered in an age appropriate way) • To understand what behaviours are considered to be 'clingy'. • Different reasons why a friend might behave in a clingy way. • Communication skills/developing emotional intelligence. 	OHS resources	Respectful relationships Being safe
6	Is it normal to feel lonely at school?	<ul style="list-style-type: none"> • What is loneliness? • Why might someone feel lonely at school? • Fulfilling vs functional friendships and the popularity myth • Tennis friendship (friendship moves vs friendship blocks) • Why does loneliness hurt? • What can we learn from periods of loneliness? 	OHS Resources	Respectful relationships
7	How do I tell the difference between friendship problems and bullying?	<ul style="list-style-type: none"> • Definitions: falling out with a friend, ongoing friendship issues, bullying. • Importance of knowing the difference – awareness that sometimes bullying can go under the radar as it is dismissed as a 'friendship issue' and, equally, sometimes friendship issues are blown out of proportion and classed as bullying. • Different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders. 	OHS resources	Respectful relationships

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Year 8

(Sexting to be covered under Online and Offline Choices)

1	What is the difference between 'popularity' and 'likeability'?	<ul style="list-style-type: none">• Likeable friendship traits (to follow on from Y7).• Signs of status-driven behaviour (individuals) – competitive rivalry.• Solidify status by diminishing someone else (explore why someone may choose to act in this way).• Cliques - how to identify. How a clique is different from a close friendship group.• Focus on likeability rather than popularity and how this is the key to long lasting and meaningful friendships.	OHS Resources	Respectful relationships
2	How do I tell my friends that I am feeling left out?	<ul style="list-style-type: none">• Practical steps to improve or support respectful relationships.• Communication skills/emotional intelligence/managing difficult conversations.• Focus on calling out behaviour and identify the difference between: intentional and calling out in the moment (casual verbal queues) and reflecting and calling out afterwards.• Keeping a watching brief.	OHS resources	Respectful relationships
3	How do I admit when a friendship isn't working?	<ul style="list-style-type: none">• What signs should you look out for if a friendship really isn't working?• Different reasons why a friendship might need to come to an end: when a friendship doesn't make you feel good (i.e an unhealthy friendship) AND friendships which have naturally run their course• Managing difficult conversations/communications skills/emotional intelligence.• Ending relationships and how to seek advice.	OHS resources	Respectful relationships

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4	What do respect, consent and boundaries look like in a healthy relationship?	<ul style="list-style-type: none"> • Exploring healthy relationships. • Self-worth and consent in friendships and how this translates to romantic relationships. • Healthy communication - with friends, parents/carers and romantic partners. • Recognise characteristics and positive aspects of healthy relationships. 	OHS resources	Respectful relationships Staying safe
5	How do I know if I am ready for a romantic relationship?	<ul style="list-style-type: none"> • First crushes, relationships and boundary setting. • What is a romantic relationship? • Different types of romantic relationships - lesson inclusive to LGBTQ relationships as well as heterosexual relationships. • Consent in romantic relationships. • What constitutes sexual harassment and sexual violence and why these are unacceptable (age appropriate way). • Recognise characteristics and positive aspects of healthy one-to-one intimate relationships - mutual respect, consent, loyalty, trust, shared interests, outlook, sex and friendship. 	OHS resources	Respectful relationships Staying safe Intimate and sexual relationships School should ensure LGBT content is fully integrated into the curriculum
6	RSE Talk (during year group speaker slot)	<ul style="list-style-type: none"> • Talk by a <i>relationships and sex education specialist - the speaker from 2022-2023 focused on relationships and respect.</i> • <i>'Ask it Basket' session to follow in PSHCE lesson.</i> 	Outside speaker	Intimate and sexual relationships Respectful relationships Staying safe
7	What is the difference between sexual identity and gender identity?	<ul style="list-style-type: none"> • Key terms for sexual identity. • Key terms for gender identity. • Labelling - not expected that teenagers have everything figured out. Growing up is a journey and finding out who you are is part of that journey. Emphasis on how some people know how they identify earlier than others whilst for others it can take a long time. Some people may choose to use labels and some may not. Labels sometimes change for some people. • Focus on support and inclusivity. 	OHS resources	Schools should ensure LGBT content is fully integrated into the curriculum

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Year 9

	Lesson	Content	Resources	Statutory Guidance
1	Communicating effectively with whoever looks after you at home	<ul style="list-style-type: none"> • Roles and responsibilities of parents/carers with respect to raising of children, including the characteristics of successful parenting • Importance of boundaries in keeping children safe - importance of respecting boundaries put in place by parents/carers to keep children safe. • Communication skills - speaking to parents/carers about boundaries in an appropriate manner. • Myth vs. reality re. boundaries at home. 	OHS resources	Families
2	Managing important or difficult conversations at home	<ul style="list-style-type: none"> • Examples such as 'coming out', talking to parents/carers about sex/relationships, talking to parents/carers about mental health. • How school can help - speaking to an adult in school and how this can help start conversations at home. 	OHS resources	Families School should ensure LGBT content is fully integrated into the curriculum
3	Diversity Role Models (speaker slot)	<ul style="list-style-type: none"> • Talk by Diversity role models - includes examples such as how to have the 'coming out' conversation from individuals who have been through this themselves: https://www.diversityrolemodels.org/ Relevant for all students regardless of whether they identify as LGBTQ (helpful for students who do not identify as LGBTQ to understand what some of their peers may be experiencing) Focus on inclusive language and what is/is not appropriate. • 'Ask It Basket' follow up in PSHCE lesson. 	Outside speaker	School should ensure LGBT content is fully integrated into the curriculum
4	How to communicate effectively during	<ul style="list-style-type: none"> • How to manage conversations about intimacy. • Importance of delaying sex or to enjoy intimacy without sex until pupils are emotionally and physically ready for this next step 	OHS resources	Respectful relationships Intimate and sexual relationships

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	romantic relationships	<ul style="list-style-type: none"> Follow on from Year 8 'It Happens' talk which provides 'myth busting' re. the reality regarding teenagers and sex (just because some people say they are 'doing it' doesn't mean they actually are - in reality most teenagers wait!) 		
5	How to spot red flags and warning signs in romantic relationships?	<ul style="list-style-type: none"> How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships. Builds on the work done in Y7 and Y8 about healthy/unhealthy friendships. 	OHS resources	Respectful relationships Staying safe Intimate and sexual relationships
6	Sexual Health - What constitutes a sexual relationship?	<ul style="list-style-type: none"> What is sex? Consent in sexual relationships Sex and the law Concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harrassment, rape, domestic abuse, forced marriage, honour based violence and FGM and how these can affect current and future relationships All aspects of health can be affected by choices they make in sex and relationships - positive and negative Strategies for identifying and managing sexual pressure (from partners/peers) 	OHS resources and school nurse	Intimate and sexual relationships and sexual health
7	Sexual health - STIs	<ul style="list-style-type: none"> How different sexually transmitted infections, including HIV and AIDS, are transmitted, how risk can be reduced through safer sex (including condom use) and the important of and facts about testing Prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. Further advice on how and where to access confidential sexual and reproductive health advice and treatment. 'Ask It Basket' in the following lesson. 	OHS resources and school nurse	

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8	Sexual health - contraception	<ul style="list-style-type: none"> • Facts about reproductive health. • Facts about the full range of contraceptive choices • Facts around pregnancy • 'Ask It Basket' in the following lesson. 	OHS resources and school nurse	Intimate and sexual relationships and sexual health
	RSE speaker	In the past we have used Brook and the Terrence Higgins Trust who are a charity specialising in sexual health and conduct age-appropriate talks for young people.	Outside speakers	Intimate and sexual relationships and sexual health
9	Avoiding unrealistic expectations in sexual relationships	<ul style="list-style-type: none"> • Pornography – stats re. the industry and unrealistic expectations (especially in regards to women). • Gender stereotypes that need to be challenged (ie. shaving) 	OHS resources	Intimate and sexual relationships and sexual health Respectful relationships
	RSE speaker	In the past we have used OAC who are a charity who aim to tackle harmful practices within relationships. Their focus will be on pornography and the unrealistic expectations it can portray..	Outside speakers	Intimate and sexual relationships and sexual health

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Year 10

	Lesson	Content	Resources	Statutory guidance
1	Setting emotional boundaries and when to ask for help	<ul style="list-style-type: none"> What to do if a friend/partner is relying on you too much Safeguarding advice – who you should tell, what might happen, why these steps are important (covered at the start of each year but recapped in detail here) Consent - emotional. Duty of care – where are the boundaries? 	OHS resources	Intimate and sexual relationships and sexual health Respectful relationships Staying safe
2	Why do people decide to enter into sexual relationships?	<ul style="list-style-type: none"> Builds on 'Sex and the Law' covered in Year 9 Understanding that sex can be pleasurable when it takes place at the right time with the right person. Myths vs. reality re. first time sex - managing expectations 	Brook resources delivered by OHS staff OR Delivered by Brook as part of Kaleidoscope Day	Intimate and sexual relationships and sexual health Staying safe
3	Staying safe during sexual relationships	<ul style="list-style-type: none"> Recap on contraception and STIs. Continuous consent and the right to change your mind. Revenge porn - how to protect yourself (link to sexting in 'online and offline choices'). Choosing the right place - avoiding places which could be unsafe or make you feel more vulnerable. Sexual violence and sexual harassment - how to report. 	OHS resources	Intimate and sexual relationships and sexual health Staying safe
	RSE talk	We plan to invite in <i>It Happens</i> to talk to Y10 about sexual health. <i>It happens</i> are a RSE organisation who send doctors into schools to talk to young people about sex and relationships.	Outside speaker	Intimate and sexual relationships and sexual health

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4	Avoiding unrealistic expectations in sexual relationships	<ul style="list-style-type: none"> • Pornography – stats re. the industry and unrealistic expectations (especially in regards to women). • Gender stereotypes that need to be challenged (ie. shaving) <i>Repeated this year in Y10 as the current Y9s did not have this lesson in 2022 2023.</i> 	OHS resources	Intimate and sexual relationships and sexual health Respectful relationships
5	Setting realistic expectations in sexual relationships	<ul style="list-style-type: none"> • Bodies – recap on proper terminology for male and female. • What is normal? Focus on everybody being different and unique. 	OHS resources	Intimate and sexual relationships and sexual health
6	How do I recognise a distorted relationship?	<ul style="list-style-type: none"> • Link to communication and listening skills covered in previous lesson. • What are you looking for in a romantic relationship/sexual relationship/friendship? • When do relationships become unbalanced? • Romantic relationships and lead back into friendships – when one friend leans on another too much (when the fun disappears). • What do if you are worried about your partner/friend. • Ending relationships - managing difficult conversations. • Personal boundaries for both parties - empathy and respect. • Communication - how to handle the 'break up' conversation. 	OHS resources	Intimate and sexual relationships and sexual health Respectful relationships Staying safe
7	How do I help myself and others with relationship choices	<ul style="list-style-type: none"> • Where to go to for advice. • Exploring different scenarios as a class. 		Intimate and sexual relationships and sexual health Respectful relationships

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Year 11

	Lesson	Content	Resources	Statutory Guidance
1	Healthy Relationships recap	<ul style="list-style-type: none">• Consent• Pornography and unrealistic expectations• Communication	OHS resources	Intimate and sexual relationships and sexual health
2	Sexual health recap	<ul style="list-style-type: none">• Recap on contraception and STIs• Sexually healthy and sexual ill health• HIV and AIDS - awareness and protection	School nurse	Intimate and sexual relationships and sexual health
3	Fertility, pregnancy and menopause	<ul style="list-style-type: none">• Facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women• Facts around pregnancy and miscarriage• Facts about menopause• Supporting the adults in your life as they go through menopause	School nurse	Intimate and sexual relationships and sexual health
4	Choices during pregnancy	<ul style="list-style-type: none">• Choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including abortion, keeping the baby, adoption, and where to get further help)	School nurse	Intimate and sexual relationships and sexual health
5	Domestic abuse	<ul style="list-style-type: none">• Signs of domestic violence.• Physical and emotional - focus on coercive control/gaslighting.• Where to seek help - for yourself/for others	OHS resources	Staying safe Families
6	Reporting sexual violence and sexual harassment	<ul style="list-style-type: none">• Recap on sexual violence and sexual harassment - recap on how to report.• Y11 examples - link to bars/festivals (link to Online and Offline Choices)	OHS resources	Staying safe

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		<i>Sexual violence and sexual harrassment are covered in an age-appropriate way across all year groups in our Online and Offline Choices unit. More details about this unit will be communicated to parents during half-termly PSHCE letters next year.</i>		
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