



Chalk Hill Relationships and Sex Education and Health Education Appendix

Curriculum

RSE and Health Education at Chalk Hill is taught in conjunction with PHSE, Key Stage 3 Citizenship and Emotional Literacy in a new subject called HEROES (Health, Emotional, Relationships, Online, Economic, Social). Through HEROES, students engage with the RSE and Health Education, PHSE, Citizenship and Emotional Literacy Curricula. Curriculum objectives have been designated under specific letters within the HEROES acronym as follows:

H – Health

- Healthy lifestyles
- Physical health and fitness
- Healthy eating
- Health and prevention
- Drugs, alcohol and tobacco
- Keeping safe
- Managing risk and personal safety
- Basic first aid
- Ourselves, growing and changing
- Puberty and sexual health
- Changing adolescent body

E – Emotional

- Mental Health



- Self concept
- Emotional wellbeing

R – Relationships

- Families and close positive relationships
- Friendships
- Relationship values
- Respectful relationships
- Safe relationships
- Intimate relationships
- Consent
- Contraception and parenthood
- Sexual relationships
- Forming and maintaining respectful relationships.

O – Online

- Media literacy and digital resilience.
- Online relationships
- Internet safety and harms
- Online and media

E – Economic

- Learning skills
- Economic Wellbeing: Aspirations, work and career.
- Choices and pathways.
- Work and career.
- Employment rights and responsibilities.
- Financial choices.
- Money.

S – Social



- Respecting self and others
- Managing hurtful behaviour and bullying
- Bullying, abuse and discrimination.
- Shared responsibilities.
- Communities.
- The development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch.
- The operation of Parliament, including voting and elections, and the role of political parties.
- The precious liberties enjoyed by the citizens of the United Kingdom.
- The nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals.
- Protected Characteristics, as set out in the Equality Act (2010).

We have developed the curriculum taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner to support understanding.

Delivery of RSE and Health Education

Chalk Hill appreciates that the teaching and learning of Relationships, Health and Sex Education starts at home. As such, our RSE and Health Education programme reinforces the learning that takes place at home, supporting it, and correcting any misconceptions. RSE and Health Education is taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers). RSE and Health Education is also sensitive to the beliefs, religious or otherwise, of students and their families, and ensures that all topics are discussed in an atmosphere of openness, tolerance and respect.

Curriculum

RSE and Health Education is taught as part of our HEROES curriculum, as stated above. HEROES is delivered in a spiral model, meaning that objectives are covered initially and then returned to



throughout the academic year. Each letter of the HEROES acronym receives half a term of teaching time in each academic year.

The students at Chalk Hill need specific support and input to help develop their emotional literacy. Therefore, Every Friday HEROES Lesson is dedicated to working through the RSE and Health Education/PHSE objectives that are specific to mental health and wellbeing. On top of this, the second HEROES lesson on a Thursday afternoon is dedicated to therapeutic interventions and self-regulation. Teachers know their students best, and thus know which curriculum objectives need the most emphasis. As long as they are covering broad range of the objectives throughout the academic year, they have some freedom as to how much time they spend on each objective. Multiple objectives can be covered in a single lesson.

All curriculum objectives are covered over a two year period. A yearly rolling scheme of work is produced in collaboration with all stakeholders. The HEROES one year rolling scheme of work is a live working document that can be edited throughout the year to reflect the changing needs of the cohort. Topics for each unit are based on the feedback from student consultations, parent consultations, and staff consultations. They reflect what each set of stakeholders feels needs emphasis. We cannot fit all curriculum objectives into the two year cycle, so priority is given to those that are deemed the most pertinent and necessary. Furthermore, our students are typically at Chalk Hill on a short term basis. Therefore, an editable plan is deemed most appropriate. This selection of topic areas is also informed by the topic areas that children of a similar age to our cohort are studying mainstream settings.

The spiral curriculum model allows students to return to previous learning, refresh understanding, remember key concepts, and for teachers to reinforces the key messages of RSE and Health Education. So, learning will be recapped throughout the year.

Teachers' planning ensures that there is a varied approach to the teaching and learning of RSE and Health Education. These approaches include, but are not limited to class discussions, reflection time, cross curricular approaches, problem solving activities, the use of relevant literature to stimulate learning. Due to the nature of the school, we have small classes. This means that teachers can tailor their lessons to a high degree. This ensures that all students can access learning, regardless of any barrier to learning, whether that is SEND, SEMH or another underlying difficulty.

The RSE and Health Education objectives are covered in all other curriculum subjects. As part of planning, teachers ensure that RSE and Health Education topics are touched on as part of learning, and encourage discussion as part of the lesson. Tangents for unplanned discussion are factored in to learning. Students are praised for showing or developing their understanding of RSE and Health Education as part of a curriculum learning.

Biological aspects of RSE and Health Education are taught within the science curriculum, and other aspects are included in Religious Education. Students may also receive stand-alone sex education sessions delivered by a trained health professional as and when appropriate. These are in addition to the RSE and Health Education curriculum, and do not replace it.

Each class has a HEROES board, which displays useful information to help students make informed decisions, examples of good quality RSE and Health Education work, and resources to help develop understanding. These boards also display the section of the Equality Act (2010) which refers to



protected characteristics. Students are regularly reminded about the importance of treating all people equally and without discrimination, regardless of background.

Alongside formal curriculum learning, there are visits to the school by different organisations. There are also excursions and less formal educational experiences. These are in place to enhance and reinforce learning.

The academy's approach to marking now includes positive feedback when students include references to the values that are related to RHSE in their work.

Whole School Approach

At Chalk Hill we appreciate that the teaching and learning of Relationships, Health and Sex Education needs to permeate through all areas of school life. To this end, we ensure that the whole school approach embodies the values that RSE and Health Education endeavours to imbue in each child. At Chalk Hill we do this by:

- Ensuring that any and all instances of discrimination are addressed to ensure increased inclusivity.
- Maintaining a welcoming and nurturing staff that is approachable and embodies the values of positive relationships.
- Using the appropriate language as stated in the Equality Act (2010) when discussed protected characteristics.
- Ensuring that students have a voice through the school council and through pupil perception interviews.
- Providing therapeutic interventions for pupils to help address issues around mental health.
- Using a trauma informed approach to teaching.
- Giving out rewards and praise for examples of positive behaviour towards others.
- Providing information and guidance so that students know who they can talk to about any issues they may have relating to anything that they learn about in RSE and Health Education.
- Ensuring that all staff have up to date RSE and Health Education training so that they feel confident to implement the curriculum and embody the values that are set out in the statutory requirements.
- Maintaining positive relationships with parents, to ensure that any issues that they are concerned about can be addressed.
- Ensuring that our website is updated with the latest RSE and Health Education guidance and curriculum content.
- Ensuring that students are provided with the tools to safeguard themselves.



Monitoring arrangements

The delivery of RSE and Health Education is monitored by the HEROES lead through work scrutiny, moderation and report sampling. The HEROES lead also provides teaching staff with a list of requirements to ensure consistency of teaching and learning of RSE and Health Education across the school.

Students' development in RSE and Health Education is monitored by teaching staff as part of our internal assessment systems.

This policy will be reviewed annually by the HEROES lead. Any significant changes will be approved by trust leadership.



Appendix 1: Curriculum map

HEROES One Year rolling scheme of work.



SENDAT
Special Educational Needs & Disabilities
Academies Trust

The HEROES one year rolling scheme of work is a live working document that can be edited throughout the year to reflect the changing needs of the cohort. Topics for each unit are based on the feedback from student consultations, parent consultations, and staff consultations. They reflect what each set of stakeholders feels needs emphasis. We cannot fit all curriculum objectives into the two year cycle, so priority is given to those that are deemed the most pertinent and necessary. Furthermore, our students are typically at Chalk Hill on a short term basis. Therefore, an editable plan is deemed most appropriate. This selection of topic areas is also informed by the topic areas that children of a similar age to our cohort are studying mainstream settings.

	HEROES Unit	PHSE Association programme of study Objectives (This covers all statutory content)
Autumn 1	R - Relationships	Positive relationships Protected characteristics
Autumn 2	S – Social	Bullying, abuse and discrimination Political system
Spring 1	H – Health	Basic first aid Ourselves, growing and changing Puberty and sexual health Changing adolescent body Managing risk and personal safety



Spring 2	H/R – Health and Relationships	Safe relationships Intimate relationships Consent Contraception and parenthood Sexual relationships
Summer 1	O – Online	Internet safety and harms
Summer 2	E - Economic	Financial choices Choices and pathways

Emotional – The students at Chalk Hill need specific support and input to help develop their emotional literacy. Therefore, Every Friday HEROES Lesson is dedicated to working through the RHSE/PHSE objectives that are specific to mental health and wellbeing. On top of this, the second HEROES lesson on a Thursday afternoon is dedicated to therapeutic interventions and self-regulation. Teachers know their students best, and thus know which curriculum objectives need the most emphasis. As long as they are covering broad range of the below objectives throughout the academic year, they have some freedom as to how much time they spend on each objective. Multiple objectives can be covered in a single lesson. As this is a spiral curriculum model, it starts with KS2 objectives, then moves onto KS3 objectives, so that key concepts can be learnt, and then revisited and deeper understanding can be developed. It therefore may seem as if curriculum content is being repeated. This is deliberate.

Evidence of curriculum coverage comes through work in books, photos of activities, records of activities (including emotional logs). Much of this learning does not take place in a formal setting or structure, and can be spontaneous.

Please see the Emotional scheme of work below.



<p>Understand that mental health, just like physical health, is part of daily life; the importance of taking care of mental health.</p>	<p>Use the Emotional Literacy Planning that we already have in place to cover the curriculum objectives.</p> <p>These can be found in OneDrive > Teachers > HEROES > Emotional</p> <p>Then select the relevant folder.</p> <p>The units are entitled:</p> <ul style="list-style-type: none"> Empathy Growth Mindset Self Regulation Self Awareness Teamwork
<p>Learn about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing.</p>	
<p>Recognise that feelings can change over time and range in intensity Learn about everyday things that affect feelings and the importance of expressing feelings.</p>	
<p>Develop a varied vocabulary to use when talking about feelings; about how to express feelings in different ways.</p>	
<p>Develop strategies to respond to feelings, including intense or conflicting feelings.</p>	
<p>How to manage and respond to feelings appropriately and proportionately in different situations.</p>	



	<p>Recognise warning signs about mental health and wellbeing and how to seek support for themselves and others.</p>	
	<p>Recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult.</p>	
	<p>Learn about change and loss, including death, and how these can affect feelings, ways of expressing and managing grief and bereavement.</p>	
	<p>Develop problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools.</p>	
	<p>Appreciate how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing.</p>	
	<p>Understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment).</p>	



	<p>Understand the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health.</p>	
	<p>Develop simple strategies to help build resilience to negative opinions, judgements and comments.</p>	
	<p>Recognise and manage internal and external influences on decisions which affect health and wellbeing.</p>	
	<p>Identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary.</p>	
	<p>Identify characteristics of mental and emotional health and strategies for managing these.</p>	
	<p>Understand the link between language and mental health stigma and develop strategies to challenge stigma, myths and misconceptions associated with help-seeking and mental health concerns.</p>	
	<p>Identify strategies to understand and build resilience, as well as how to respond to disappointments and setbacks.</p>	
	<p>Develop a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity,</p>	



	<p>participation and the value of positive relationships in providing support.</p>	
	<p>Understand the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help for themselves or others as soon as possible [NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).]</p>	
	<p>Recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need.</p>	