

Curriculum Overview –RELATIONSHIPS SEX AND HEALTH EDUCATION (RSHE) AND ETHICS KS4

Rationale

At Key Stage 4, integrating RSHE (Relationships, Sex, and Health Education) and ethics provides pupils with a vital framework to navigate complex personal choices by examining them through different moral lenses. Rather than simply learning the biological or legal facts of adult life, students evaluate the ethical dimensions of topics like consent, intimacy and reproductive rights. By applying classical ethical frameworks such as societal or religious moral codes, pupils explore questions of power, autonomy, mutual benefit, and vulnerability in relationships. Pupils cover topics that are relevant in today’s society such as The Media, Physical Health, Mental Health and Staying Safe. This combined approach transforms statutory health and safety compliance into inquiry. It challenges teenagers to look beyond "what is legal" and critically reflect on "what is right," ultimately equipping them to make deeply considered, respectful, and responsible decisions as they transition into adulthood.

Curriculum Intention at KS4 RSHE and Ethics

Communities	Exploring the concept of communities in RSHE equips teenagers with a critical understanding of social networks, belonging, and their rights and responsibilities as active citizens. Students look beyond their immediate family to evaluate the dynamics of wider local, national, and global communities, including the distinct challenges and opportunities presented by digital and online communities.
Media Influence	Analysing media influences in RSHE equips young people with the critical literacy skills needed to navigate the pervasive impact of digital, social, and legacy media on their personal lives. Rather than passively consuming content, teenagers are challenged to deconstruct how media platforms shape societal norms, self-esteem, and relationship expectations. The curriculum focuses on identifying the mechanics behind online content, including how algorithms generate echo chambers and the distorting effects of airbrushing and filters on body image.
Healthy Relationships	Exploring healthy relationships in RSHE provides teenagers with the essential criteria to identify, build, and maintain positive, respectful connections with others as they move into adulthood. Pupils look beyond romantic ideals to analyse the core pillars of any functional relationship: mutual consent, trust, open communication, and absolute respect for personal boundaries. The curriculum explicitly teaches young people how to differentiate between healthy dynamics and toxic or coercive behaviours, giving them the vocabulary to identify red flags such as emotional manipulation, excessive jealousy, digital tracking, or gaslighting. Lessons emphasize that a healthy partnership supports individual liberty, allowing both people to maintain their independence, friendships, and self-esteem without fear of judgment or control.
Religion	Integrating religion into RSHE allows pupils to explore how faith, cultural heritage, and personal beliefs shape diverse attitudes toward relationships, family structures, and sexual health. Rather than avoiding sensitive topics, the curriculum provides a safe, respectful space to examine how different religious traditions approach moral choices, marriage, intimacy, and the sanctity of life. Pupils analyse the intersection between religious values and modern British civil law, learning that while individuals have the right to practice their faith, statutory protections like the Equality Act 2010 ensure the rights and safety of all citizens.
Identity	Exploring identity in RSHE encourages pupils to understand, celebrate, and reflect on the diverse factors that shape who they are as individuals. Teenagers are guided to examine how personal identity is constructed through a complex interplay of gender, sexuality, race, faith, and cultural heritage, while also assessing the significant impact that social media and peer groups have on self-perception. The curriculum focuses heavily on building self-esteem and resilience, explicitly teaching pupils how to challenge harmful stereotypes, labels, and discriminatory behaviours like homophobia, biphobia, transphobia, or racism.

Long term planning grid

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
10	RSHE - Communities – Why is respect, understanding and compassion important?	RSHE - Media Influence – Is the internet a good influence in our lives?	RSHE - Healthy Relationships – How do separation and change affect relationships?	RSHE - Our Online Lives – How can being online impact my life?	RSHE - Physical Health – How can physical health affect others?	RSHE - What are the common types of mental health conditions?
	Ethics Worldviews – How do I see the world and does everyone see the same way?		Ethics Identity – How does religion or belief look now and what might the future bring?		Ethics Religion and the media – How can we live online together?	
11	RSHE - Power In Relationships – What does a healthy relationship feel like?	RSHE - Staying Safe and Healthy – How can I check my body is healthy?	RSHE - Healthy Intimate Relationships – What influences risky sexual behaviour?	RSHE - Healthy Relationships-What is good parenting?	RSHE - Mental Health – How might my mental health change?	RSHE - Staying Safe And Healthy – How do I use the health care system?
	Ethics Memory – What happens to us and our memories when we die?		Ethics Freedom – How far should governments go to protect freedom of religion or belief?		Ethics Religion or belief in the workplace - How do we work together?	

Progression in Subject at KS4

A high-quality RSHE curriculum at KS4 delivers long-term benefits that extend far beyond secondary school, serving as an essential toolkit for navigating adult life, higher education, and the modern workplace. By moving past basic biology to address complex themes like emotional intelligence, digital privacy, and personal financial health, RSHE prepares young people to manage independent living and healthy adult relationships. In professional settings, the curriculum’s focus on clear communication, boundaries, and mutual respect directly builds essential workplace skills and an understanding of Equality Act 2010 compliance. Furthermore, by teaching media literacy, critical evaluation of online content, and strategies for physical and mental self-care, RSHE equips young adults with the resilience needed to safeguard their wellbeing against modern pressures.

Curriculum Sequencing

Yr 10	Knowledge focus	Assessment focus	Keywords	Personal Development Links
Term	RSHE Communities – Why is respect, understanding and compassion important?			
Year 10 Autumn Term 1	- Explain the Equality Act, how it protects people from discrimination, and what to do if I witness discrimination. - Explain how rights and responsibilities work together to build a safe community and describe practical steps to take when I feel unsafe. - Know my basic rights and responsibilities at work and know what to do if something goes wrong. - Explain when I might need support in a public space, describe different sources of support, and practise ways to ask for help.	Document rights and responsibilities in the workplace List potential discriminations and who they may affect. Describe different types of support networks.	Rights Responsibilities Support Uncomfortable Discrimination	Understanding of the law. Knowledge of equality act and how I can use this in the future. The Mason Foundation Workshops VOCATIONAL PROFILING WORKSHOP Personal profile development, Holland Code career assessment.
	RSHE Media Influence – Is the internet a good influence in our lives?			
Year 10 Autumn Term 2	- Describe different ways to identify fake news online and explain its effects. - Describe motivations for creating online content and explain ways to decide what might be fake or untrustworthy news. - Explain why influencers create content and why some may lie or exaggerate online. - Describe some of the serious dangers caused by fake news.	Analyse examples of real news and fake news. Create a summary of for and against influencers and content creators.	Disinformation Misinformation Prejudice Bias Media Source Content Creator Financial Attention Deepfake	Protecting yourself against online harm and hazards. Recognising when online content is fake and how to report potential risks.
	ETHICS Worldviews – How do I see the world and does everyone see the same way?			
Year 10 Autumn Term 1 & 2	- Explain the difference between personal and organised worldviews and reflect on my worldview. - Understand the term WEIRD to describe some worldviews and explain how worldviews vary according to context. - Explain how people may blend worldviews or change their worldview over time. - Evaluate scenarios to consider how to disagree well with people who have different worldviews to mine	Record the differences between personal and world views. Document an account of another's view and explain your opinions for or against.	Attitude Behaviour Belief Worldview Kinship Respect Blended Personal Debate Disagreement	Social links – understanding other's rights to an opinion, and how to respectfully agree or disagree. REASONABLE ADJUSTMENTS WORKSHOP Legal rights understanding, interview adjustments, workplace modifications, 5-step self-advocacy process, and matching environments with helpful adjustments.
	RSHE Healthy Relationships – How do separation and change affect relationships?			
Year 10 Spring Term 1	- Describe how separation or sudden change can affect people and explain where to find support. - Explain the possible impacts of grief and know where to get support. - Explain some common processes of grief and how I can get support.	Create a list of places we can get support in times of grief. Explain the processes of grief and how they can appear in different people.	Separation Support Network Grief Bereavement Coping strategy Change Process	Social links – Understanding the agencies and organisations that are designed to support those suffering with grief or separation.
	RSHE Our Online Lives – How can being online impact my life?			
Year 10 Spring Term 2	- Describe healthy online activity and explain how the internet can connect people. - Describe the potential effects of social media on mental health. - explain how communities can be affected by social media. - Describe how social media is not always representative of society. - Explain how social media can escalate conflicts, describe ways to avoid this, and explain where to go for help and advice.	List the effects of social media, recognising healthy and unhealthy online activity. Document ways social media can escalate conflicts.	Socialise Balance Healthy Distort Mental Health Compare Discrimination Community Representation Self esteem Escalate	British Values – Links to Democracy and Rule of Law. Knowing your rights and staying safe within the UK law system.
	ETHICS Identity – How does religion or belief look now and what might the future bring?			
Year 10 Spring Term 1 & 2	- Describe characteristics and causes with which people may identify and how this may contribute to their worldview. - Explain what Linda Woodhead means by values as the new religion and state to what extent I agree or disagree. - Explain how some people may feel culturally or ethnically aligned with a religion but may not participate in any or all of its beliefs and practices. - Define secularism and describe advantages and disadvantages of secularism. - Formulate a reasoned argument to support a viewpoint on how to live well in a pluralist society.	Describe reasons why people in our society may have a religion but not participate. List the advantages and disadvantages of secularism.	Perception Perceive Function Nones Values Ethno-religious Freedom of religion Secularism	British Values - Mutual Respect and Tolerance of those with Different Faiths and Beliefs

	RSHE Physical Health – How can physical health affect others?			
Year 10 Summer Term 1	- Describe the symptoms of some common chronic illnesses. - Explain the importance of organ and blood donation and how to become a donor. - Recognise the official organ donation registration site and the official blood donation site and how to access this.	List chronic illnesses that are familiar, there symptoms and their causes. Explain how these conditions can be an impact on everyday life. Demonstrate how to access the donor register site.	Acute illness Symptom Fatigue Stress Donation Bone Marrow Transfusion Ethical Consideration Consent	Cross curriculum links – Biology: the understanding of lifelong illnesses and how these can be chronic. The Mason Foundation Workshops SELF ADVOCACY & CONFIDENCE WORKSHOP The SAFE Method: Specific, Assertive, Focused, Explain Why. Neurodivergent strengths recognition, confidence building tools (kind self-talk, collecting wins, brave body tricks), and sensory-friendly learning environment.
	RSHE What are the common types of mental health conditions?			
Year 10 Summer Term 2	- Describe how my feelings link to bodily sensations and explain that all my feelings are valid. - Describe my feelings using different techniques and explain why it's important to talk about my feelings. - Describe good listening skills and explain why this is important. - Explain how I can manage and resolve conflicts with others in a healthy way.	Give references about the different types of feelings we may go through at different stages in our lives. Define 'conflict' and how this can upset and affect others.	Sensation Respond Specific Metaphor Learn Summarise Relationship Resolve	Cross curriculum links – Biology: Explore the physical basis of mental health by studying the nervous system, brain chemistry, and neurotransmitters. The Mason Foundation Workshops HEALTH & WELLBEING WORKSHOP Self-care strategies, mental health benefits, 5 Ways to Wellbeing (Connect, Take Notice, Be Active, Keep Learning, Giving), growth mindset development, and mindfulness techniques.
	ETHICS Religion and the media – How can we live online together?			
Year 10 Summer Term 1&2	- Explain how traditional and non-traditional media hold society to account and how this affects the role of journalists. - Explain how religion and belief are misrepresented in the media and why fairer representation matters. - Explain how social media influences understanding of religion and belief and why using critical awareness is important when evaluating online messages - Explain why impartial and accurate media representation of religion and belief is important.	Explain the role of the journalist and how their representation of news affects media and religion. Give reasons why the media's reporting can be fair and unfair.	Media Journalist Engagement Impartial Fairness Equality Hype Discriminate	British Values - Democracy The Media Link: The press is traditionally known as the "Fourth Estate," essential for a functioning democracy by holding those in power to account.

Yr 11	Knowledge focus	Assessment focus	Keywords	Personal Development Links
Term	RSHE Power In Relationships – What does a healthy relationship feel like?			
Year 11 Autumn Term 1	- Describe aspects of healthy long-term relationships. - Describe different forms of domestic abuse and explain how to seek support. - Describe the signs of domestic abuse that others might see and explain how to challenge unacceptable behaviour and attitudes.	Recognise aspects of healthy long-term relationships and give examples. List the signs of domestic abuse and ways to challenge this safely.	Boundary Conflict Resolution Emotional Intelligence Recipient Perpetrator Abuser Abuse Stigma	Social links – Understanding organisations available to help with any form of abuse.
	RSHE Staying Safe and Healthy – How can I check my body is healthy?			
Year 11 Autumn Term 2	- Describe the bodily signs that signal a potential health issue and explain what to do if I spot them. - Explain the benefits of immunisation and evaluate the arguments around them. - Explain the importance of health checks and self-examination, and how to conduct one. - Explain how to keep myself safe in the sun, what sun damage looks like, and what to do about it.	Define the words immunisation and vaccination. Give reasons why people are for and against vaccinations in today's society.	Persistent Abnormal Anti-bodies Live Vaccine Smear Breast self-examination Testicle self-examination Melanoma Mole	Cross curriculum links – Biology: Lifelong health and the irradiation of some diseases.
	ETHICS Memory – What happens to us and our memories when we die?			
Year 11 Autumn Term 1 & 2	- Explain different religious and non-religious beliefs about what may happen when we die. - Compare some of the key decisions made about funerals and some of the beliefs that may influence these. - Explain how people may be seen to live on through memories, objects and legacy. - Evaluate whether it's possible or desirable to leave a digital memory behind when we die.	Compare different religions and their beliefs in the afterlife Give examples of how different religions show respect when someone has died.	Judgement Reincarnation Buried Burial Cremated Cremation Funeral Memorial	Cross curriculum links – History The reasons why religions continue to influence how we perceive death.
	RSHE Healthy Intimate Relationships – What influences risky sexual behaviour?			
Year 11 Spring Term 1	- Describe possible indicators of unhealthy relationships and explain how this can affect wellbeing. - Explain what consent means, why it matters, and how to recognise whether it is present. - Explain the qualities of a healthy intimate relationship, describe unsafe or harmful behaviours, and explain where to get help and support. - Explain the impact of drugs on decision-making and risky sexual behaviour. - Describe how alcohol can influence decision-making and lead to risky sexual behaviours.	Give a description of consent and explain why it matters Explain how the effects of drugs can cause lower inhibitions and influence risky decision making.	Boundary Consent Coercion Trust Decision making Inhibitions	Social skills – understanding someone else's opinion, thoughts or beliefs.
	RSHE Healthy Relationships-What is good parenting?			
Year 11 Spring Term 2	- Describe the qualities and responsibilities of 'good enough' parenting. - Describe different parenting styles and explain their effects. - Explain the different parenting roles needed for the different stages in childhood development. - Explain where parents and carers can go for support with all aspects of parenting.	Explain different parenting styles and give positives and negatives for each. What are the different roles needed for a child's development?	Attunement Emotional regulation Authoritarian Authoritative Permissive Uninvolved Infancy Adolescence General Practitioner	British Values - Democracy The Parenting Link: Encouraging a home environment where children have a voice and learn the value of fair play.
	ETHICS Freedom – How far should governments go to protect freedom of religion or belief?			
Year 11 Spring Term 1 & 2	- Use a range of methods to explain how freedom of religion or belief is guaranteed by Human Rights law. - Examine a historical case study and consider issues of freedom of religion and belief. - Explain and analyse real-world situations in which the Right is being protected, promoted or violated. - Identify situations where rights may have to be balanced against each other and make a judgement on this. - Make an informed judgement on a contested issue relating to freedom of religion or belief.	Give a definition of the Human Rights Law. Describe ways in which this law is actioned in the UK.	Article 18 Violation Al-Andalus Dhimmis Settlement Limited Balanced Infringement	Governments and fundamental British values share a direct, institutional relationship. These values—democracy, the rule of law, individual liberty, and mutual respect and tolerance are actively defined and legislated.

	RSHE Mental Health – How might my mental health change?			
Year 11 Summer Term 1	- Explain what influences mental health over a lifetime. - Evaluate the impacts of poor mental health on individuals, families and communities. - Describe a range of physical health factors that may influence mental health. - Describe different sources of mental health support available and explain how to access them.	Give examples of different mental health conditions. Explain how each can impact daily life. Describe the different types of support available.	Mental Health Substance Abuse Quality of life Withdrawal Stigma	Developmental – Recognising own mental health both positively and negatively.
	RSHE Staying Safe And Healthy – How do I use the health care system?			
Year 11 Summer Term 2	- Explain how to register with GP and dental practices and I know what I can use these services for. - Explain where to go for physical and mental health advice and how to assess what is appropriate for my needs. - Describe what local clinics, drop-in centres and online services offer, and assess their suitability for my needs.	Demonstrate how to register with a healthcare provider. Describe what the different healthcare professions do.	General practitioner (GP) Register Check-up Preventive care Dental practice Self-Referral Online Service Drop-in centre	Developmental – Understanding how our society can provide health care systems.
	ETHICS Religion or belief in the workplace - How do we work together?			
Year 11 Summer Term 1&2	- Explain how and why religious literacy is important for people working in healthcare. - Explain how and why religious literacy is important for people working in wellbeing. - Explain how and why religious literacy is important for people working in finance. - Explain how and why religious literacy is important for people working in hospitality. - Explain how and why religious literacy and emotional intelligence will be connected to my future career.	Give a definition of ‘religious literacy’. Explain how it effects the five areas of healthcare, wellbeing, finance, hospitality and future careers.	Empathy Healthcare Holistic Inclusivity Wellness Religious literacy Hospitality Values	British Values – tolerance of other’s beliefs in the work place.