

# **Saffron Walden County High School**



## **Relationships and Sex Education Policy 2023-25**

**This policy is reviewed every two years following recommended guidelines. This review reflects the national statutory Relationships and Sex Education (RSE) within schools from September 2019.**

# Sex and Relationships Education Policy

## Introduction

Parents were consulted on this policy in 2019. Updates do not change the content or approach, however they reflect amended patterns of delivery.

This Policy covers the approach at SWCHS in the delivery of Relationships and Sex Education, and Health Education, in line with DfE Statutory guidance.

The Policy is informed primarily by:

- DfE (2019): “Relationships Education, Relationships and Sex Education (RSE) and Health Education - Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers  
([https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805781/Relationships\\_Education\\_Relationships\\_and\\_Sex\\_Education\\_RSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf))
- PSHE Association (2018): “Writing Your School’s Relationships and Sex Education (RSE) Policy”

It was produced by staff responsible for PSHE education provision, through consultation with relevant subject Areas, the wider school community, the Standards and Education Committee of the SWCHS Local Governing Body, which includes parental representation. The Policy will be reviewed every two years. It will be made available to parents free of charge via the school web site.

This policy should be read in conjunction with the School’s PSHE Education Policy.

## Context

The DfE published in 2019 revised statutory guidance (see above) for Relationships Education in primary schools, and Relationships and Sex Education in secondary schools. The guidance also covers Health Education, although this remains a non-statutory element of the wider PSHE education programme.

## Definition

Relationship and Sex Education (RSE) is defined as lifelong learning about relationships, emotions, gender issues, sex, sexuality, and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. It includes developing understanding of the importance of family life, stable and loving relationships, respect, love and care. RSE should begin informally in the home with parents and carers long before any formal education takes place and continues through primary and secondary school.

Within RSE, Sex Education is about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity and should not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. Sex Education should enable young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. Effective RSE should also support people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time. Knowledge about safer sex and sexual health remains important to ensure that young people are

equipped to make safe, informed and healthy choices as they progress through adult life.

At SWCHS, the consideration of issues around the theme of 'consent' will form a central focus of our Relationships and Sex Education programme across all year groups.

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise. SWCHS works to retain its enhanced designation as a 'Healthy School'.

## **Rationale and Ethos**

DfE (2019) defines the aim of RSE as, "To give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. 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."

At SWCHS the theme of "consent" will underpin all aspects of RSE delivery across year groups, to encourage students to engage always in relationships that are consensual. Students should understand the benefits of healthy relationships to their mental wellbeing and self-respect. Through gaining the knowledge of what a healthy, consensual relationship is like, they can be empowered to identify when relationships are unhealthy. They will be taught that unhealthy relationships can have a lasting, negative impact on mental wellbeing.

Students will be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. All students should feel that the content is relevant to them and their developing sexuality. Sexual orientation and gender identity will be explored in an age-appropriate way, and in a clear, sensitive and respectful manner. It is recognised that young people may be discovering or understanding their sexual orientation or gender identity, and that therefore there should be equal opportunities to explore the features of stable and healthy same-sex relationships.

Our RSE policy is designed to be sensitive to the range of religious and cultural views about sexual behaviour, whilst still ensuring that pupils have access to the learning, they need to stay safe, healthy and to understand their rights as individuals. This includes therefore clear, impartial scientific information on matters such as the changes of puberty, fertility, abortion and assisted conception, as well as covering the law in relation to, for example, forced marriage and female genital mutilation (FGM).

Pupils should therefore be well informed about the full range of perspectives and, within the law, should be well equipped to make decisions for themselves about how to live their own lives, whilst respecting the right of others to make their own decisions and hold their own beliefs. The theme of consent will include teaching of the key aspects of law relating to sex, including what consent is (and is not), the age of consent, and the definitions and recognition of rape, sexual assault and harassment, and choices permitted by the law around pregnancy.

Unhealthy relationships will be explored, including grooming, sexual exploitation and domestic abuse, coercive and controlling behaviours, and the physical and emotional damage caused by female genital mutilation (FGM). Students will be taught where to find support and that it is a criminal offence to perform or assist in the performance of FGM or fail to protect a person for whom you are responsible from FGM. At all points students should be

taught where to find support when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence, including honour-based violence and forced marriage), and strategies to manage this or to access support.

The RSE programme at SWCHS should be delivered in a non-judgemental, factual way and should allow scope for young people to ask questions in a safe environment. This is achieved by using approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussions, and using question boxes to allow pupils to raise issues anonymously – see further guidance below.

Internet safety has been identified as a key issue at SWCHS. Students are taught the rules and principles for keeping safe online, including how to recognise risks, harmful content and contact, and how and to whom to report issues. We aim to give students a strong understanding of how online data is generated, collected, shared and used, for example personal data on social media, and an understanding of the way that businesses can exploit data available to them. A strong focus on healthy relationships within Relationships Education will help students to understand harmful behaviours online, and via other forms of media, which might otherwise normalise violent sexual behaviours.

## Legislation

The revised Department for Education statutory guidance (2019) states that from September 2020, all schools must deliver Relationships Education (in primary schools) and Relationships and Sex Education (in secondary schools).

### *Withdrawal*

The DfE statutory guidance notes that parents have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE. At SWCHS, before any such request is granted, the parent/carer will be contacted by the Headteacher or delegated authority such as the PSHE Co-ordinator to discuss the request with parents and, as appropriate, with the student, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. This will include discussion of the benefits of receiving this education, and any detrimental effects that withdrawal might have on the child – including any possible social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in sessions rather than the direct input by the teacher or external provider. Parents/carers will be asked how they propose to deliver relevant sex education to their child at home instead.

In line with statutory guidance, where this discussion has taken place, the school will respect the parents' request to withdraw the child, **up to and until three terms before the child turns 16**. After this point, if the student expresses a wish to receive sex education rather than be withdrawn, arrangements will be made to provide the child with sex education during one of those terms.

A written record will be kept of all such discussions with parents/carers and students.

Where a student is removed from sex education at a parent/carer's request, the school will provide appropriate, purposeful education during the period of withdrawal.

This process is the same for pupils with SEND. However, there may be exceptional circumstances where a student's specific needs arising from their SEND influence the final decision. In this case, the views of the SENCO will be sought.

There is no right to withdraw from Relationships Education or Health Education, or from statutory elements of the Science curriculum that relate to Sex Education.

### ***Links to Other Policies***

The RSE Policy supports and complements the following SWCHS policies:

- Anti-Bullying Policy
- Curriculum Policy
- Drugs Policy
- Equality & Diversity Policy
- E-Safety Policy
- PSHE Education Policy
- Safeguarding Policy
- SMSC Policy

## **Inclusion**

### ***Ethnic and Cultural Groups***

- We intend our policy and delivery to be sensitive to the needs of different ethnic groups. For some young people it might be culturally inappropriate to be taught some topics in mixed gender groups. We will respond to parental requests and concerns.

### ***Students with Special Needs***

- We will tailor provision to make it appropriate to the particular needs of our students, taking specialist advice where necessary. We are aware that some pupils with SEND are more vulnerable to exploitation and seek to address this through our RSE curriculum.

### ***Sexual Identity and Sexual Orientation***

- Young people need to feel that sex and relationship education is relevant to them, whatever their developing sexuality. It is the school's aim to deal sensitively and honestly with issues of sexual identity and sexual orientation. Support will be offered where appropriate. LGBT content is fully integrated into the program and not taught in a stand-alone lesson. Advice is sought from the School's LGBT Allies.

## **Roles and Responsibilities**

Key roles in relation to RSE delivery at SWCHS are:

- LGB Standards & Education Committee – oversight and ratification of PSHE Policy
- Link Governor (Lucinda Bell) – liaison between LGB and PSHE leadership team
- Director of Curriculum/SLT Link for PSHE education (Katie Vanderpere-Brown) – oversight of policy and line management of PSHE Co-ordinator.
- PSHE Co-ordinator (Sam Lock) – management of the taught programme and external inputs
- The PSHE/ Life Lessons Team – responsible for delivery of the taught PSHE/ Life Lesson programme to years 7-13
- Learning Support Team – responsible for ensuring that the programme is accessible and meaningful to all students
- Curriculum Teams – where content is delivered through subject-based Schemes of Work e.g., Science, RPE

The PSHE Co-ordinator will receive on-going and relevant RSE training through membership of the PSHE Association, the Cambridgeshire PSHE Service, Healthy Schools Essex, and

training provided by other external bodies. This will inform development of the RSE programme at SWCHS. The PSHE Co-ordinator will provide training relating to RSE to year teams and curriculum teaching teams as required.

## **Curriculum Design**

Our RSE programme is an integral part of our whole school PSHE education provision and is regarded as an entitlement for all students. All students from Years 7 to 13 should feel that the content is relevant to them and their developing relationships and sexuality. The programme is planned therefore to explore relationships, sexual orientation and gender identity in an age-appropriate way, and in a clear, sensitive and respectful manner. It is recognised that young people may be discovering or understanding their sexual orientation or gender identity, and that therefore there should be equal opportunities to explore the features of stable and healthy same-sex relationships.

As part of the PSHE education curriculum, the RSE programme is planned to match the age-appropriate needs of our students within the general theme of 'consent'. A spiral curriculum is adopted so that students re-visit key components of RSE as they move through the school and develop in emotional and sexual maturity.

The RSE programme is planned and co-ordinated overall by the PSHE Co-ordinator, and is delivered through a range of methods:

- Elements of the taught PSHE programme in all years with a focus on personal and family relationships. This also includes an annual baseline assessment of our new students' understanding of PSHE and RSE topics at the point of entry to the school.
- The Politics curriculum as taught to year 8 students by the Humanities Area.
- The Science curriculum across Years 7 to 11
- The Computing curriculum in Years 7 and 8, with a particular focus on safe online behaviours
- Timetable collapses as part of the overall PSHE education programme, often delivered by external agencies
- Ad Hoc form time activities, as required

The statutory RSE Framework has been mapped against curriculum and PSHE delivery and this is summarised at Appendix One.

The RSE programme is therefore taught through a range of teaching methods and interactive activities. Active learning includes inputs by TicBox Productions that have been developed in conjunction with SWCHS staff and students, sometimes with funding by Uttlesford District Council, to address specific PSHE and RSE issues that have emerged at the school and within the local community.

Inputs are differentiated to meet the learning needs of all students, through liaison with the School's Learning Support Department. Differentiated resources and activities are planned into schemes of work and resources delivered within subject curricula and PSHE/RSE inputs. The PSHE Co-ordinator seeks to develop and to deploy high quality learning resources to support our RSE provision, and these are reviewed regularly before each related input.

Students are asked to reflect regularly on their own understanding and progress in learning at the end of key inputs by formal written evaluations that are now retained in PSHE/RSE exercise books.

An overview of RSE provision in each year group is attached at Appendix 2.



## Safe and Effective Practice

Sensitive and controversial issues will arise within the Relationships and Sex Education curriculum. The exploration of these issues can touch personal sensitivities, deeply held beliefs and values, and can arouse strong feelings. Part of the purpose of RSE at SWCHS is to enable our students to address sensitive and controversial issues directly in a balanced way and in a safe learning environment.

Government statutory guidance on RSE states: “Young people, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them and sensitive to their needs ... Teachers should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.” This guidance is reflected in RSE resources, where appropriate.

Any RSE lesson may consider or can raise questions or issues that some students will find sensitive. Before embarking on these lessons, it is important that tutors establish guidelines that prohibit inappropriate personal information being requested of, or disclosed by, those taking part in a lesson or other learning activity. When students ask questions, they should be answered honestly within the established guidelines. It might be appropriate to deal with some questions or inputs individually at another time, without breaching guidelines on confidentiality (see below).

Teachers also need to be aware of and to follow protocols and procedures outlined in Safeguarding procedures, and school policies on e-safety, drug education, PSHE education, behaviour, etc. Guidelines are offered below.

### **Confidentiality and Safeguarding**

In the context of RSE, students sometimes make personal disclosures. Teachers and supervisors should be fully aware of the school's safeguarding procedures. For example, students must be made aware that it is necessary for the school to act upon certain disclosures that they may make, for instance in relation to activities that are illegal or harmful to themselves or others. It is good practice to agree 'ground-rules' to clarify boundaries before tackling any sensitive or controversial issue; guidance on this will be given by the PSHE Co-ordinator during PSHE team briefings. For example, in lessons, teachers should establish from the beginning that it is inappropriate to disclose personal information. Ground rules, which ensure pupils agree not to pressure one another to answer questions about their own experiences, also apply to staff.

Staff should be aware of policies and procedures regarding confidentiality.

Where outside agencies and others provide support for the RSE programme, they must be made aware of, and abide by, the policy about safeguarding, and particularly policy relating to disclosures and confidentiality. However, they may also have a role in providing advice and support directly to pupils. The boundary between these two roles must be agreed with the school and the distinction, in terms of the right to confidentiality, be made clear to students.

***The following suggestions for dealing with sensitive and controversial issues are taken from the document entitled 'Passport: a framework for personal and social development' (published by the Calouste Gulbenkian Foundation):***

*Teachers should:*

- *ensure pupils establish ground rules about how they will behave towards each other and how the issue will be dealt with*
- *judge when to allow pupils to discuss issues on their own or in small groups and when to join in and offer support*

- *ensure that pupils are clear about the difference between fact, opinion, and belief, and that they have access to balanced information and views against which they can then clarify their own opinions and views, including contributions made by visitors to the classroom*
- *decide how far they (the teachers) are prepared to express their own views, bearing in mind that they are in an influential position and that they must work within the school's values framework*
- *provide appropriate support after a session for any pupil who may be troubled by an issue raised*

### **Responding to Students' Questions**

Teachers should decide how far they (as teachers) are prepared to express their own views, bearing in mind that they are in an influential position and that they have to work within the school's values framework. Usually this will take the form of presenting alternative perspectives on any given topic. It is recommended that guidance provided by the PSHE Co-ordinator is pre-delivery briefings is followed.

When asking questions, students are expected to abide by the ground rules established at the start of the session.

PSHE teachers will be trained by the PSHE Co-ordinator or delegated staff/external agencies to deliver planned RSE inputs. Staff who feel uncomfortable teaching any aspect of the RSE curriculum will be supported by the PSHE Co-ordinator who will help with planning and delivery of lessons if required.

### **Engaging Stakeholders**

We are committed to working with parents and carers. We will offer information and support to parents and carers by:

- publishing this RSE Policy and other related school policies on the school website
- publishing on the school website links to relevant organisations who publish relevant information and guidance materials on RSE-related topics
- undertaking parent forums and surveys
- provision of an annual 'Navigating the Teenage Years' evening where parents can find out more about elements of the RSE programme, from school staff and relevant external providers, through a range of talks and workshops. All parents and carers are invited to attend
- Q&A with a RSE education focus in YAC 'parent coffee mornings'
- the school subscribes to National Online Safety and their weekly 'Parental Guides' publications are forwarded to all parents by parent mail and social media, and published on the school web site

We will notify parents about when key Relationships and Sex education elements will be taught, drawing their attention to their right to withdrawal where appropriate.

Student Voice will be used to evaluate and to review our RSE programme, and to inform its development, including inputs from the established LGBT Allies.

The programme will also be informed by regular meetings between the PSHE/RSE team and Safeguarding leads, to ensure that the programme is responsive to emerging needs within the school and community.



## **Monitoring, Reporting and Evaluation**

The Director of Curriculum and the PSHE Co-ordinator are responsible for organising the monitoring and evaluation of RSE within the wider PSHE education programme. The provision of SRE will be reviewed annually, and wherever possible, parental and student evaluation will be sought to inform further developments.

The Standards & Education Committee of the SWCHS Local Governing Body is responsible for overseeing the review and development of the RSE Policy.

## **Review Date**

This Policy is subject to review in September 2025.

## **Health Education**

The Health Education programme at SWCHS aims to develop knowledge, understanding, skills and attitudes which will enable pupils to:

- adopt healthy lifestyles
- make positive use of their leisure time
- understand emotional and psychological changes in themselves and others.
- raise academic achievement

Health Education is not a separate subject on the curriculum. It will be taught through Science, PSHE and RSE, Food Technology, Physical Education and the Tutorial programme.

The realisation of the above aim may extend to the exploration of contentious issues such as:

- relationships with people of opposite sex and of the same sex.
- personal crises.
- the misuse of drugs, including tobacco and alcohol.
- AIDS and other sexually transmitted diseases.

The approach taken to these issues will seek to combine:

- a respect for individuals and their chosen lifestyles.
- due regard to moral considerations and the value of family life.
- encouragement for pupils to reach their own decisions.

We recognise that much of the content of any Health Education programme relates to highly sensitive issues. The whole tone of our approach will be one of respect and a genuine concern for the individual grounded in the desire to help each pupil lead a safe, happy, and healthy life. An integral part of this is to enable pupils to arrive at their own decisions. We do not intend to build a mould into which we try to press each pupil but will encourage tolerance through understanding and appreciation.

Health Education will be a part of the school's PSHE/RSE programme and will involve many members of staff. We recognise the right of staff to exercise their own professional judgement in tackling issues and believe that each member of staff has the confidence and competence to deliver the programme. Advice and support will be given as required by Year

Achievement Co-ordinators, the PSHE Co-ordinator and other members of the Senior Leadership Team as required.

### **Accreditation**

To act as a focus for its work in this area, it is the school's intention to retain its accreditation as an 'Enhanced Healthy School' through Healthy Schools Essex. It is the school's intention to move beyond our present Foundation status during the currency of this RSE Policy.

## Appendix One

Summary of provision against DfE statutory guidelines:

| <b>Relationships and Sex Education (RSE) and Health Education</b><br><b>Draft DfE Statutory Guidance</b>  |  |  |  |        |  |        |  |         |  |         |  |
|---|--|--|--|--------|--|--------|--|---------|--|---------|--|
| <p>This document summarises the key outcomes that are expected to become statutory for schools under the new guidance covering RSE and Health Education. Outcomes by the end of KS2 (i.e., by end of Primary education) are shown in <i>italics</i>, but the guidance states that these should be reinforced throughout Secondary provision as well. Non-italicised text shows additional outcomes expected to be delivered during 11-16 Secondary education.</p> |  |  |  |        |  |        |  |         |  |         |  |
| <p>Action: please highlight in colours indicated below elements of provision that we can be confident are delivered to all students through your current subject Schemes of Work. In the final column please add the year group(s) where this content is delivered against each highlighted point</p>   |  |  |  |        |  |        |  |         |  |         |  |
| Baseline  |  | Year 7   |  | Year 8 |  | Year 9 |  | Year 10 |  | Year 11 |  |
| Relationships and Sex Education (RSE)   |  |  |  |        |  |        |  |         |  |         |  |
| Families and people who care for me   |  | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>that families are important for children growing up because they can give love, security and stability.</li> <li>the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> <li>that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>                     |  |        |  |        |  |         |  |         |  |
| Families  |  | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>that there are different types of committed, stable relationships.</li> <li>how these relationships might contribute to human happiness and their importance for bringing up children.</li> <li>what marriage is, including their legal status e.g., that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.</li> <li>why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> <li>the characteristics and legal status of other types of long-term relationships.</li> <li>the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li> <li>how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</li> </ul> |  |        |  |        |  |         |  |         |  |

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| Caring friendships                              | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>  |
| Respectful relationships                        | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>  |
| Respectful relationships, including friendships | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• the characteristics of positive and healthy friendships (in all contexts, including online) including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g., how they might normalise non-consensual behaviour or encourage prejudice).</li> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>• what constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</li> </ul>   |
| Online relationships                                       | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>where to get advice e.g., family, school and/or other sources.</li> </ul>  |
| Online and media   | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</li> <li>not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>what to do and where to get support to report material or manage issues online.</li> <li>the impact of viewing harmful content.</li> <li>that specifically sexually explicit material e.g., pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</li> <li>that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> <li>how information and data is generated, collected, shared and used online.</li> </ul> |
| Being safe   | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.</li> <li>how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).</li> </ul>  |
| Intimate and sexual relationships, including sexual health | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</li> <li>that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g., physical, emotional, mental, sexual and reproductive health and wellbeing.</li> </ul>  |

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|  | <ul style="list-style-type: none"> <li>the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.</li> <li>that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>that they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>the facts about the full range of contraceptive choices, efficacy and options available</li> <li>the facts around pregnancy including miscarriage.</li> <li>that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).</li> <li>how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.</li> <li>about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>how the use of alcohol and drugs can lead to risky sexual behaviour.</li> <li>how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul> |
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| Physical health and mental wellbeing |   |
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| Mental wellbeing                     | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>that there is a normal range of emotions (e.g., happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul> |
| Mental wellbeing                     | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>how to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> <li>that happiness is linked to being connected to others.</li> </ul>   |



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|                             | <ul style="list-style-type: none"> <li>• how to recognise the early signs of mental wellbeing concerns.</li> <li>• common types of mental ill health (e.g., anxiety and depression).</li> <li>• how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.</li> <li>• the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</li> </ul>   |
| Internet safety and harms   | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <li>• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>• how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online.</li> </ul> |
| Internet safety and harms   | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image, how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.</li> <li>• how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</li> </ul>   |
| Physical health and fitness | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>• the risks associated with an inactive lifestyle (including obesity).</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>   |
| Physical health and fitness | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</li> <li>• the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health.</li> <li>• about the science relating to blood, organ and stem cell donation.</li> </ul>   |

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| Healthy eating             | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g., the impact of alcohol on diet or health).</li> </ul>   |
| Healthy eating             | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</li> </ul>   |
| Drugs, alcohol and tobacco | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>   |
| Drugs, alcohol and tobacco | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.</li> <li>• the law relating to the supply and possession of illegal substances.</li> <li>• the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</li> <li>• the physical and psychological consequences of addiction, including alcohol dependency.</li> <li>• awareness of the dangers of drugs which are prescribed but still present serious health risks.</li> <li>• the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</li> </ul> |
| Health and prevention      | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• the facts and science relating to immunisation and vaccination.</li> </ul>  |
| Health and prevention      | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.</li> <li>• (late secondary) the benefits of regular self-examination and screening.</li> <li>• the facts and science relating to immunisation and vaccination.</li> <li>• the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</li> </ul>   |
| Basic first aid            | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary.</li> <li>• concepts of basic first aid, for example dealing with common injuries, including head injuries.</li> </ul>  |

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| Basic first aid          | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• basic treatment for common injuries.</li> <li>• life-saving skills, including how to administer CPR.15</li> <li>• the purpose of defibrillators and when one might be needed.</li> </ul>  |
| Changing adolescent body | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul> |
| Changing adolescent body | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• key facts about puberty, the changing adolescent body and menstrual wellbeing.</li> <li>• the main changes which take place in males and females, and the implications for emotional and physical health.</li> </ul>                              |

## Appendix Two

| <b>Relationships and Sex Education (RSE) and Health Education<br/>DfE Statutory Guidance</b>   |  |  |  |         |  |                  |  |         |  |
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| <p>This document summarises the key outcomes that are expected to become statutory for schools under the new guidance covering RSE and Health Education. Outcomes by the end of KS2 (i.e., by end of Primary education) are shown in italics, but the guidance states that these should be reinforced throughout Secondary provision as well. Non-italicised text shows additional outcomes expected to be delivered during 11-16 Secondary education.</p> |  |  |  |         |  |                  |  |         |  |
| <p><b>Action:</b> please highlight in colours indicated below elements of provision that we can be confident are delivered to all students through your current subject Schemes of Work. In the final column please add the year group(s) where this content is delivered against each highlighted point</p>   |  |  |  |         |  |                  |  |         |  |
| PSHE   |  | RPE  |  | Science |  | Computing (Core) |  | Core PE |  |
| Relationships and Sex Education (RSE)  |  |  |  |         |  |                  |  |         |  |
| Families and people who care for me  |  | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>that families are important for children growing up because they can give love, security and stability.</li> <li>the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> <li>that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>that marriage<sup>13</sup> represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>        |  |         |  |                  |  |         |  |
| Families   |  | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>that there are different types of committed, stable relationships.</li> <li>how these relationships might contribute to human happiness and their importance for bringing up children.</li> <li>what marriage is, including their legal status e.g., that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.</li> <li>why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> <li>the characteristics and legal status of other types of long-term relationships.</li> <li>the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li> <li>how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</li> </ul> |  |         |  |                  |  |         |  |
| Caring friendships   |  | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> </ul>   |  |         |  |                  |  |         |  |

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|   | <ul style="list-style-type: none"> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>  |
| Respectful relationships                        | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>  |
| Respectful relationships, including friendships | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• the characteristics of positive and healthy friendships (in all contexts, including online) including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g., how they might normalise non-consensual behaviour or encourage prejudice).</li> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>• what constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> <li>• the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</li> </ul> |
| Online relationships                            | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g., family, school and/or other sources.</li> </ul>  |
| Online and media   | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>• about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</li> <li>• not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>• what to do and where to get support to report material or manage issues online.</li> <li>• the impact of viewing harmful content.</li> <li>• that specifically sexually explicit material e.g., pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</li> <li>• that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> <li>• how information and data is generated, collected, shared and used online.</li> </ul>  |
| Being safe   | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.</li> <li>• how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).</li> </ul>   |
| Intimate and sexual relationships, including sexual health | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</li> <li>• that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g., physical, emotional, mental, sexual and reproductive health and wellbeing.</li> <li>• the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.</li> <li>• that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>• that they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>• the facts about the full range of contraceptive choices, efficacy and options available. + science</li> <li>• the facts around pregnancy including miscarriage.</li> <li>• that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).</li> <li>• how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.</li> </ul> |



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|   | <ul style="list-style-type: none"> <li>• about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>• how the use of alcohol and drugs can lead to risky sexual behaviour.</li> <li>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>   |
| <b>Physical health and mental wellbeing</b> |   |
| Mental wellbeing                            | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• that there is a normal range of emotions (e.g., happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul> |
| Mental wellbeing                            | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• how to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> <li>• that happiness is linked to being connected to others.</li> <li>• how to recognise the early signs of mental wellbeing concerns.</li> <li>• common types of mental ill health (e.g., anxiety and depression).</li> <li>• how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.</li> <li>• the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</li> </ul>   |
| Internet safety and harms                   | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <li>• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>• how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> </ul>   |

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|                             | <ul style="list-style-type: none"> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online.</li> </ul>  |
| Internet safety and harms   | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image, how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.</li> <li>• how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</li> </ul> |
| Physical health and fitness | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>• the risks associated with an inactive lifestyle (including obesity).</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>   |
| Physical health and fitness | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</li> <li>• the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health.</li> <li>• about the science relating to blood, organ and stem cell donation.</li> </ul>   |
| Healthy eating              | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g., the impact of alcohol on diet or health).</li> </ul>  |
| Healthy eating              | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</li> </ul>  |
| Drugs, alcohol and tobacco  | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>  |
| Drugs, alcohol and tobacco  | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.</li> <li>• the law relating to the supply and possession of illegal substances.</li> </ul>  |

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|                          | <ul style="list-style-type: none"> <li>the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</li> <li>the physical and psychological consequences of addiction, including alcohol dependency.</li> <li>awareness of the dangers of drugs which are prescribed but still present serious health risks.</li> <li>the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</li> </ul>   |
| Health and prevention    | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>the facts and science relating to immunisation and vaccination.</li> </ul> |
| Health and prevention    | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</li> <li>about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.</li> <li>(late secondary) the benefits of regular self-examination and screening.</li> <li>the facts and science relating to immunisation and vaccination.</li> <li>the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</li> </ul>  |
| Basic first aid          | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>how to make a clear and efficient call to emergency services if necessary.</li> <li>concepts of basic first aid, for example dealing with common injuries, including head injuries.</li> </ul>   |
| Basic first aid          | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>basic treatment for common injuries.</li> <li>life-saving skills, including how to administer CPR.15</li> <li>the purpose of defibrillators and when one might be needed.</li> </ul>   |
| Changing adolescent body | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>  |
| Changing adolescent body | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>key facts about puberty, the changing adolescent body and menstrual wellbeing.</li> <li>the main changes which take place in males and females, and the implications for emotional and physical health.</li> </ul>   |

## Summary of Curriculum Content by Subject

### Science

The Science National Curriculum is delivered by staff in the Science Department. These lessons are mostly concerned with the physical aspects of development and reproduction, although the importance of relationships is emphasised wherever possible.

#### Key Stage 3 students are taught:

- That many animals and plants have organs that enable life processes, e.g., reproduction, to take place
- The ways in which some cell types, including sperm and ovum, are adapted to their functions
- The physical and emotional changes that take place during adolescence
- The human reproductive system, including the menstrual cycle and fertilisation
- How the foetus develops in the uterus, including the role of the placenta
- That bacteria and viruses can affect health

#### Key Stage 4 students are taught:

- That the nucleus contains chromosomes that carry the genes
- The way in which hormonal control occurs - including the effects of sex hormones
- Some medical uses of hormones, including the control and promotion of fertility
- How variation may arise from both genetic and environmental causes
- That sexual reproduction is a source of genetic variation while asexual reproduction produces clones
- How gender is determined in humans
- The basic principles of cloning, selective breeding and genetic engineering

### RPE

The RPE programme is delivered primarily by teaching staff through KS3 and KS4 lessons.

The course focuses primarily on moral, ethical, religious and social aspects of SRE, and specifically the following topics:

- Human sexuality including heterosexual and homosexual relationships
- Sexual relationships before and outside marriage
- Contraception and family planning
- The nature and purpose of marriage
- Same-sex marriage and cohabitation
- Divorce, including reasons for divorce, and remarrying
- Ethical arguments related to divorce, including those based on the sanctity of marriage vows and compassion
- The nature of families, including: the role of parents and children, extended families and the nuclear family
- The purpose of families, including procreation, stability and the protection of children
- Contemporary family issues including same-sex parents, the roles of men and women
- Gender equality

## **PSHEE**

See PSHE Education Policy for detail.

RSE content is summarised below:

The PSHEE programme is taught in every year:

- Year 7 – internet safety (inputs to students and parents); how substance abuse can lead to risk taking behaviour (not a strong link to sex education but apparent none the less); relationships
- Year 8 – Contraception, sexually transmitted infections, pregnancy and the options surrounding pregnancy
- Year 9 – Contraception, relationships, stronger focus on sexually transmitted infections including HIV/AIDS; child sexual exploitation
- Year 10 – Sex and relationships – overview with a focus on healthy relationships; child sexual exploitation
- Year 11 – Sex and Relationships, C-cards and advice lines

Years 12 and 13

Year 12 – Making and maintaining relationships including friendships and romantic relationships, harmful sexual behaviours, personal safety and how to respond to possible risks, contraception choices including access to emergency contraception, fertility including delaying having children, infertility and pregnancy related issues, consent post-16 including sexual violence and STI's including treatment and support.

Year 13 – Stalking and harassment including the influence of online dangers, alcohol safety and the impact of drug use and drive safety including impact of alcohol and drugs on drive safety.

## **Computing**

Students are taught in Key Stage 3 to recognise what is acceptable and unacceptable behaviour when using technologies and online services. They should be able to demonstrate this in their work.

They learn how to identify, and report concerns of inappropriate conduct online. They should be able to recognise that persistence of data on the Internet requires careful protection of online identity and privacy. They are taught to understand the ethical issues surrounding the application of information technology, and the existence of legal frameworks governing its use e.g., Data Protection Act, Computer Misuse Act, Copyright etc.

Taught content is complemented by timetable collapses in each year group based on e-safety and the risks associated with inappropriate use of social media.

## **Appendix 4**

### **A Summary of the Law on Sexual Behaviour**

In legal terms this is governed primarily by the Sexual Offences Act of 1956 and The Sexual Offences Act of 2003. The latter introduced the concept of 'consent' to the prosecution of some sexual offences and set out the offences requiring the prosecution to prove absence of consent. They are:

- rape
- assault by penetration
- sexual assault; and
- causing a person to engage in sexual activity

In relation to these offences a person (A) is guilty of an offence against a person (B) if she/he:

- (A) acts intentionally,
- (B) does not consent to the act, and
- (A) does not reasonably believe that (B) consents.

In relation to many other offences relating to children there is no requirement to prove an absence of consent. Only the act itself and the age of the victim or other criteria need to be proved. They include:

- rape of a child under 13
- assault by penetration of a child under 13
- sexual assault of a child under 13 and
- inciting or causing a person to engage in sexual activity with a child under 13
- child sexual offences involving children under 16
- children under 18 having sexual relations with persons in a position of trust
- children under 18 involved with family members over 18
- persons with a mental disorder impeding choice
- persons with a mental disorder who are induced threatened or deceived
- persons with a mental disorder who have sexual relations with care workers
- 

The following is a summary of the main sexual offences in England.

#### **Age of Consent**

The age of consent to any form of sexual activity is 16 for both men and women. The age of consent is the same regardless of the gender or sexual orientation of a person and whether the sexual activity is between people of the same or different gender. It is an offence for anyone to have any sexual activity with a person under the age of 16. However, Home Office guidance is



clear that there is no intention to prosecute teenagers under the age of 16 where both mutually agree and where they are of a similar age.

It is an offence for a person aged 18 or over to have any sexual activity with a person under the age of 18 if the older person holds a position of trust (for example a teacher or social worker) as such sexual activity is an abuse of the position of trust.

The Sexual Offences Act 2003 provides specific legal protection for children aged 12 and under who cannot legally give their consent to any form of sexual activity. There is a maximum sentence of life imprisonment for rape, assault by penetration, and causing or inciting a child to engage in sexual activity.

### *Unlawful sexual intercourse*

It is an offence for a man to have sexual intercourse with a girl under the age of 16. The consent of the girl is immaterial.

### *Incest*

It is an offence for a man to have sexual intercourse with a woman whom he knows to be his granddaughter, daughter, sister, or mother. It is an offence for a woman of the age of 16 or over to permit a man whom she knows to be her grandfather, father, brother, or son to have sexual intercourse with her by consent.

### *Rape*

In each UK country, a man would commit rape if he intentionally penetrates with his penis the vagina, mouth or anus of another person, male or female, without that person's consent or if they are under 13, as young people aged 12 and under are not legally able to give consent to any sexual activity.

This particular sexual offence can only be committed by a man. A woman cannot be charged with the offence of rape as this is defined as penile penetration, but she could be charged with another offence such as causing a person to engage in sexual activity without consent, sexual coercion or assault, or assault by penetration. These offences may not all apply in each different UK country.

### *Sexual assault by penetration*

It is an offence for someone, male or female, intentionally to penetrate the vagina or anus of another person with a part of their body or anything else, without their consent. The purpose also has to be sexual.

### *Indecent assault*

In England and Wales, it is an offence to touch someone else with sexual intent if the other person has not consented to such touching and if the person carrying out the offence does not reasonably believe that the other person consented. A child under the age of 16 cannot in law give any consent which would prevent an act from being an indecent assault. Both boys and girls over 16 can give consent but, in the case of a girl, that consent can be vitiated in certain circumstances (i.e., when there is fraud as to the nature of the act). An assault need not be physical but may consist merely of conduct which causes the victim to apprehend immediate personal violence. The assault must be capable of being considered by right-minded persons as indecent.

### *Other indecent conduct*

It is an offence if a person commits an act of gross indecency with or towards a child under the age of 13. This encompasses conduct of an indecent nature which falls short of assault.

### *Legal Capacity*

Until recently there was an irrefutable presumption in law that a boy under the age of 14 is incapable of sexual intercourse. This presumption was abolished by section of the Sexual Offences Act 1993 and a boy under the age of 14 can therefore be convicted of rape, buggery or any offence involving sexual intercourse. It was once necessary to prove in the case of a child aged between 10 and 14 that he knew that what he was doing was wrong; The Court of Appeal (Criminal Division) ruled that this is no longer to be applied.