

# Relationships, Sex, Health Education (RSHE) Policy 2023-24

Policy Information	
Policy Owner	Julie Chatterton
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## Adoption of the Policy

This Policy has been adopted and reviewed by the Trustees of Transforming Futures Trust

Signed

(Chair of Trust)

Date



## “Learning for Lifelong Success”

### **Our Vision:**

- We are a learning family founded on strong relationships, a deep sense of belonging and high aspirations.
- We enable all members of our learning family to be the very best they can be in all areas of their lives.
- We support and challenge each other to develop learning and life skills that create a resilient sense of self and help to secure the very best future for each of us.

### **Our Values:**

- **Respect:** We care for every student in our school family, supporting them to understand themselves, others, and the world around them
- **Personalise:** We empower every student to realise their academic and personal potential.
- **Inspire:** We challenge everyone in our school team to enjoy learning, take risks, discover new interests in a fair and safe environment.
- **Achieve:** We prepare each student to be a successful, independent, resilient, healthy citizen in our 21st century world.

All students at the school are offered a broad, balanced, stimulating and relevant curriculum regardless of their background, culture or ability. Each student is valued for who they are and what they bring to the school. We appreciate and celebrate the richness of diversity within the school community as well as the wider community.

Through the work we do across the school within the framework of our school values, we actively promote the importance of tolerance, co-operation, courage, determination, friendship and respect. Through this approach, students develop independence, confidence and integrity which prepares them for their future lives.

**Legislation:** Under the Education Act (1993) and the Education Reform Act (1998) all schools are required to maintain a statement of Policy regarding Sex & Relationships Education and make it available to parents on request, free of charge. This policy complies with DfE Guidance on Sex and Relationships (0116/2000) and the supplementary guidance SRE for the 21st Century 2014

**Statutory Requirements:** At ACE Tiverton we teach RSHCE as set out in this policy and in line with our Supplemental Funding Agreement as well as in reference to the Statutory Guidance from the DfE in February 2019. The 2013 DfE document PSHCE Education states that Personal, social, health and economic (PSHCE) education is an important and a necessary part of all students’ education. PSHCE can encompass many areas of study.

Teachers are best placed to understand the needs of their students and do not need additional central prescription. The 2014 National Curriculum states that 'all schools should make provision for personal, social, health and economic education (PSHCE), drawing on good practice'. PSHCE education contributes to schools' statutory duties outlined in the [Education Act 2002](#) and the [Academies Act 2010](#) to provide a balanced and broadly-based curriculum and is essential to Ofsted judgements in relation to personal development, behaviour, welfare and safeguarding.

Furthermore, the amendment to the Children and Social Work bill in 2017 came into effect from September 2019 and this policy reflects the statutory requirement to include Personal, Social and Health Education alongside Relationships and Sex Education within the broad and balanced curriculum on offer at ACE Tiverton. Parents and carers with parental responsibility, have the right to withdraw their child from parts of sex education outside of the science curriculum however we are committed to encouraging all families to become knowledgeable about safe, healthy relationships to support their child in becoming a skilled, confident young person and adult.

Further information can be found here: [DfE RSE Guidance 2020](#)

The aims of relationship, health sex and citizenship education (RSHCE delivered via the PFA curriculum) at ACE Tiverton are:

- To fulfil the statutory responsibility to prepare students to be safe, healthy, and well-resourced adults.
- Provide a framework in which sensitive discussions can take place.
- Prepare Students for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Help Students develop feelings of self-respect, confidence, and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach Students the correct vocabulary to describe themselves and their bodies.

RSHE also forms part of our ethos of support, challenge, and success to prepare our students for life and to make informed decisions. Relationship, Sex and Health Education aims to help students to develop knowledge, skills and understanding about the value of loving, diverse, and stable relationships along with developing an understanding of their own sexuality and sexual health. The aim is to help young people lead confident, healthy lives to enable them to be active citizens with due regard to the value of family life in all its forms. Our approach will:

- Prepare students to progress from adolescence to adulthood with an awareness of the rights of others and develop the capacity to make choices in a caring and sensitive manner.
- Enable students to conduct personal relationships with a full understanding of the meaning of responsibility.
- Enable students to conduct their lives with confidence knowing their own legal rights.
- Give students an understanding, knowledge, and language to talk about their needs, emotions, responses, and strategies to make positive choices aware of respect and consent for self and others.

## **Policy Development**

This policy is developing in consultation with staff, Students, and parents. The consultation and policy development process follows the steps detailed below:

- Review — The lead member of staff for Preparation for Adulthood (RSHE Curriculum) collated all relevant information including relevant national and local guidance. All content, policy and curriculum is developed with due consideration to the range of needs and profile of development relevant for our student population.
- Staff consultation — all school staff are given the opportunity to look at the policy and make recommendations.
- Parent/stakeholder consultation — parents and any interested parties will be invited to attend a meeting about the policy each September to gather reviews, feedback, and a deeper understanding of how to best deliver content and topics that are sensitive.
- Student consultation — we heard about what exactly Students want from their RSHCE.

- Ratification — once amendments were made, the policy will be shared with Trustees and ratified.

### Definition

RSHCE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It involves a combination of sharing information and exploring issues and values. We are clear that RSHCE is not about the promotion of sexual activity. Sex and Relationships Education is part of a planned, cohesive, and coherent Health Education Programme, delivered in all years from Year 7 to Year 11. Students will receive RSHCE through their Horizons lessons and will have regular exposure to key RSHCE content, themes and learning throughout the academic year. Some aspects are also addressed in Science (KS3 and KS4,) and in other curricular areas including assemblies, small group programmes and individual interventions where appropriate.

All students within the school have equal access to sex and relationships education. Topics are revisited in order to allow provision for previous absence and different levels of understanding and maturity. The programme allows teachers to adapt materials and approaches to suit students of different learning abilities. Teachers and all those contributing to sex and relationships education will work within an agreed values framework as set out in this policy and where appropriate receive training.

### What impact do we want from RSHE & PSCE for our students?

- Students are equipped with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives.
- Students are encouraged to be enterprising.
- Students are supported in making effective transitions, positive learning, and career choices, and in achieving economic wellbeing.
- Opportunities are provided for students to reflect on and clarify their own values and attitudes and explore those of others around them. Students are supported in building their confidence, resilience, and self-esteem.
- Students can identify and manage risk, make informed choices and understand what influences their decisions.
- Students are supported to recognise, accept, and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings.
- Students will develop an understanding of themselves, empathy, and the ability to work with others.
- Students will be supported to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

**Curriculum:** Our curriculum is set out as per Appendix 1 but we may need to adapt as and when necessary. We have developed the curriculum in consultation with parents, Students and staff considering the needs and feelings of Students. If Students ask questions outside the scope of our curriculum, teachers will respond in an appropriate manner, so Students are fully informed and do not seek answers online.

**Delivery of RSHCE:** RSHCE is taught within the Horizons curriculum. Biological aspects of RSHCE are taught within the science curriculum, and other aspects are included in Citizenship. Students also receive stand-alone sex education sessions delivered by a trained professional as required by the topic, profile of students or emerging issues to which the school is responding.

Across all Key Stages, Students will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions. • Recognising and assessing potential risks
- Assertiveness.
- Seeking help and support when required.
- Informed decision-making.
- Self-respect and empathy for others.
- Recognising and maximising a healthy lifestyle.
- Managing conflict.

- Discussion and group work

These skills are taught within the context of family life and with a deep understanding of students' needs and skills.

**Roles and responsibilities:**

**The Trustees:** The Education and Outcomes and Safeguarding and Wellbeing Committees as a sub board of the Trustees Board will approve the RSE policy and hold the Head teacher to account for its implementation through the Regional Support and Challenge Groups.

**The Head teacher:** The Head teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw Students from any components of RSE (see section 8).

Staff are responsible for:

- Delivering RSHCE in a sensitive way.
- Modelling positive attitudes to RSHCE.
- Monitoring progress.
- Responding to the needs of individual Students
- Responding appropriately to Students whose parents wish them to be withdrawn from any components of RSHCE.

Staff do not have the right to opt out of teaching RSHCE. Staff who have concerns about teaching RSHCE are encouraged to discuss this with the Head teacher. All teaching staff are responsible for delivering RSHCE within their class curriculum, which are personalised from the overarching plans for each subject and year group to meet the need profile of the students within a group.

**Students:** Students are expected and supported to engage fully in RSHCE and, when discussing issues related to RSE, treat others with respect and sensitivity.

**Right to withdraw:** Parent/Carers have the right to withdraw their children from any components of RSE although not aspects of biology and reproduction covered within the science curriculum. Requests for withdrawal should be put in writing and addressed to the Head teacher. A copy of withdrawal requests will be placed on the student's educational record. The Head teacher will discuss the request with parents and take appropriate action. Alternative work will be given to Students who are withdrawn from RSE.

**Training:** Staff are trained on the delivery of RSHCE as part of their induction and it is included in our continuing professional development calendar. The Head teacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

**Monitoring Arrangements:** The delivery of RSHCE is monitored by the Head teacher through:

- Regular lesson visits.
- Students' views and progress evidence.
- Staff views and evidence of teaching and learning.
- Parent and family views.

This policy will be reviewed by the relevant sub-committee(s) on an annual basis. At every review, the policy will be approved by the Chair of the Education and Outcomes Committee.

**Working with Parents, Carers and Families:** Under the Education Act 1993, parents have the right to withdraw their children from either part, or all, of the Sex Education provided by the school. (This does not include aspects of Sex Education covered by the Science National Curriculum.)

Parents and families are the key people in teaching their children about sex, relationships and growing up. Many parents find it difficult to talk to their children about these matters. We are committed to supporting parents in this area of bringing up their children. The school believes that the sex and relationships education programme is of the utmost importance for all students.

Parents/carers and families are very welcome to meet members of staff to discuss any concerns they may have and to view the teaching materials. Parents wanting to exercise the right of withdrawal are invited to write to the Headteacher in the first instance.

**Sensitive or controversial topics:** During sex and relationships education lessons (and at other times) controversial topics may arise. The judgement of individual teachers will decide as to whether the subjects are suitable for class discussion. Teachers and TAs will answer students' questions honestly, sensitively and in such a way that takes the context into account. In all circumstances, the professional judgement of the teacher will be used.

Teachers and TAs will establish a set of ground rules so that young people are aware of parameters. For example:

- If a question is too personal, remind the young person about the ground rules.
- If the young person needs further support, follow the guidelines below under "Advice".
- If a question is felt to be too explicit, acknowledge it and deal with it outside the group setting.

Any concern about any form of abuse e.g peer on peer, online, exploitation must be followed up under the Safeguarding and Child Protection procedures. Where discussions about sexual behaviour arise from apparently unrelated topics, teachers will give attention to relevant issues, using professional judgement.

**HIV/AIDS/STIs:** Informative discussions covering the transmission of the HIV virus may, by the very nature of the subject, include mention of sexual acts and practices. Teachers will deal sensitively and objectively with information of this kind, at the same time trying to avoid the development of bias and prejudice. Staff should also be aware that they may be dealing with students who are HIV positive or who have close links with others who are.

**Confidentiality:** Effective sex and relationships education should enable and encourage young people to talk to a trusted adult if they are in a sexual relationship or contemplating being so. It is desirable but not always possible that that person should be their parent or carer. The law allows health professionals to see and, in some circumstances, to treat young people confidentially and part of this process includes counselling and discussion about talking to parents. To be able to take responsibility for their actions young people need to be more generally aware of the law in relation to sexual activity and local confidential services. Nevertheless, there may be cases where a teacher learns from an under 16-year-old that they are having or are contemplating having sexual intercourse. In these circumstances the school will take steps to ensure that:

- Wherever possible the young person is persuaded to talk to their parent, carer, or preferred family member.
- Any child protection issues are addressed.
- That the student has been adequately counselled and informed about contraception, including precise information about where they can access contraception and advice.

When the teacher who receives the information believes that there is a safeguarding issue to be addressed, they should refer the case to the designated child protection co-ordinator. They should also ensure that the student understands that if confidentiality must be broken, they will be informed first.

It is only in the most exceptional cases that the school should be in the position of having to handle such information without parental knowledge and where younger students were involved this would be grounds for serious concern.

### **The Role of Health Professionals in the Delivery of Sex and Relationships Education**

The school will work closely with health professionals, including doctors, nurses, youth and social workers in the development and implementation of the schools Sex and Relationships programme. Any visitors used to help in the delivery of the Sex and Relationships Education programme will be clear about the boundaries of their input and will be aware of the Sex and Relationships Education curriculum, relevant school policies and their work will be planned and agreed. Occasionally, appropriate, and suitably experienced and knowledgeable visitors from outside school may be invited to contribute to the delivery of PSHCE.

Our 'Code of Practice' for visitors will ensure:

- Visitors are invited into school because of the expertise or contribution they can make.
- All visitors are familiar with and understand the school's PSHCE policy and work within it.
- All input is part of a planned programme and negotiated and agreed with staff in advance.
- All visitors are always supervised/supported by a member of staff.
- The input of visitors is monitored and evaluated by staff and students, which will be used to inform future planning.

**Monitoring and Evaluation:** The implementation of this policy will be monitored and evaluated through the normal processes of Departmental Review that apply to all areas of the curriculum. This policy will be reviewed by the Governors biannually, after consultation with a sample group of parents.

**Assessment:** Teachers need to be aware of what the students have learnt. Students' work can act as a record of learning. The teacher should know if a student's progress differs markedly from that of the rest of the class. To check the progress of an individual, reference should be made to the Key Stage documentation and external qualification syllabus relevant to the age and stage of individual students' progress and learning. Assessments will be recorded termly, and assessment data will be collated using the whole school data system.

**Child Protection and Safeguarding:** Disclosures on matters relating to child sexual abuse are dealt with in the Child Protection and Safeguarding Policy. Every child at ACE Tiverton is entitled to the same knowledge and information (see Equal Opportunities Policy). Where sensitive issues such as homosexuality, Aids, under-age sex, contraception and drug usage are raised they should be discussed individually as seems fit. Parents have the right to withdraw their child from Sex Education and should always be given the choice. Any disclosure made during discussions or lessons should be dealt with in reference to the Safeguarding Policy. A comprehensive range of materials and support services is available and should be used when appropriate.

## **Appendix A Preparation for Adulthood: Curriculum Overview**

Our philosophy is to provide a holistic, individualised approach designed to support students in fulfilling their potential. We have a shared vision to embed a nurturing and trauma informed approach throughout the school as we know that effective learning will take place when relationships are outstanding, staff are confident practitioners and students feel safe in their learning environment. The spiritual, moral, social and cultural development of our students and their understanding of the core values of our society are woven through the curriculum.

We deliver our responsibilities in PSHE, RSE, Careers and Citizenship through cross curricular thematic learning called 'Preparation for Adulthood'. At the heart of this is teaching that enables students to become independent learners, prepared for adulthood and to explore their curiosity of the world. This does not happen immediately, we need to establish routines for learning that are consistent, this allows them to increase their confidence in their own ability as well as in the support you will provide. Our approach to teaching and learning enables us to focus on the needs of the students in each lesson alongside the skills and content their need to progress. Through personalised planning the resources used each lesson stretch, challenge and most crucially support students to make more rapid progress as learners.

We deliver our own personalised approach to RSHE and PSCE curriculum through our Preparation For Adulthood Curriculum. These lessons are divided into 3 key areas:

- RSHE – Relationships and Sex education
- Citizenship – British values, spiritual, moral and cultural education
- Skills Builder - Careers.

Programmes of study across all subjects will also outline how each unit connects with these areas, in addition to considering how to provide support and strategies in the four areas of need from the SEND Code of Practice:

- Cognition and Learning
- Sensory and Physical

- Social, Emotional and Mental Health
- Communication and Interaction
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The detailed content of the sex and relationships curriculum will be made available to parents on request and from time to time the school will offer parents the opportunity to view the materials used to support the programme.

The Sex and Relationships Education Programme will:

- Provide knowledge about loving relationships, including LGBTQI+ relationships, the nature of sexuality and the processes of human reproduction.
- Lead to the acquisition of understanding and attitudes in order to enable students to view their relationships in a responsible and healthy manner.
- Provide a programme, which is tailored not only to the age but also the understanding of students. Present information in an objective, balanced and sensitive manner, which has an awareness of the law on sexual behaviour.
- Encourage the development of social skills and strategies, which will reduce the risk of exploitation, misunderstanding and abuse.
- Allow students to examine the physical and emotional implications of sexual behaviour and to appreciate the need for all genders to behave responsibly in sexual matters.
- Develop awareness of their gender and sexual identity, and to challenge sexism, homophobia, biphobia, transphobia, and prejudice in society.
- Ensure that students have a clear understanding of sexual and reproductive biology, including knowledge of HIV and other sexually transmitted diseases.
- Make students aware of the unrealistic nature of pornography both physically and emotionally.

Within the framework of objectives outlined above, and with due regard for the values of family life, the course will deal with the following aspects of sexuality and reproduction.

- The preparation of students for puberty.
- The preparation of girls for menstruation before their periods start. (Trained Rethink Period Ambassadors)
- Precise information about access to confidential contraceptive information, advice, and services.
- Sexual Orientation and different forms of identity within relationships. Teachers will deal openly and honestly with questions relating to sexual orientation and gender identity.
- Precise information regarding sexual reproduction regarding physical and social aspects.
- The moral and personal dilemmas involved in abortion and knowledge to access a relevant agency if necessary.
- The impact of pornography.
- E-Safety and Online Awareness including questioning the accuracy of information and images.
- Awareness of the risks of STIs including HIV and information about prevention, diagnosis, and treatment.
- Knowledge about what safe sex is, why it is important and how to negotiate with a partner.
- Consent, given, withdrawn and implied and the risks involved when consent is unclear.

### **PSCE: Personal, Social and Citizenship Education Curriculum:**

PSCE and citizenship is central to the development of the students in our school. At ACE Tiverton we aim to help students learn to recognize their own worth, work well with others and become increasingly responsible for their own learning. Students reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They also find out about the main political and social institutions that affect our lives and about their responsibilities, rights and duties as individuals and members of communities. They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.



PSCE involves all aspects of being alive in the world and is a key element of our Curriculum. All our termly topic titles have a PSCE theme. All subjects and learning objectives are planned around those themes. PSHCE objectives and activities are planned from the pre 2015 National Curriculum, non-statutory guidance in PSHCE, students' EHCP outcomes, Department for Education, LA and PSHCE Association guidance and values outlined in our Positive Relationships Policy.

- of the structure and laws of society
- of the world of work and how to behave within it
- of his/her responsibility for self and for the environment
- that there are moral and ethical issues and attempt to make and evaluate choices related to them
- understanding of acceptable behaviour, what is lawful and unlawful
- of his/her own beliefs and values and also be aware that other people may have different beliefs and values
- of the needs of others
- of his/her own brain, body, and their functions
- that everyone has rights over his/her own body (Sex Education)
- how to seek and give consent and show respect to others
- Zones of space: intimate, personal, social, and how to manage ones' own and others' space.
- that he/she should make healthy choices in how they live, what they eat

As a school, we provide learning experiences which:

- Contain accurate and relevant knowledge.
- Provide 'quality not quantity'.
- Use student feedback (e.g., Student voice and student questionnaires) and local data (e.g., Public Health) to prioritise the focus of our learning
- Provide links (e.g. the health risks of using drugs with the awareness of peer pressure)
- Respect students' prior learning, experience, needs and readiness.
- Provide opportunities to turn knowledge into personal understanding.
- Provide opportunities to
  - 'know about...'
  - know how to...'
  - 'be able to...'
- Provide opportunities to explore, clarify and challenge their own and others' values, attitudes, beliefs, rights and responsibilities.
- Provide the skills, language and strategies they need to live healthy, safe, fulfilling, responsible and balanced lives.
- Is inclusive and acknowledges and accommodates the diversity within our school in terms of gender, religion, language, race, social background, culture, appearance, family set-up, special needs, ability or disability.

Our RSHCE resources are chosen with reference to our profile of student, their needs, stages of development and profile of personalised provision and checked for:

- inclusivity
- positive, healthy, and unbiased messages
- age appropriateness
- promoting positive values
- accuracy
- being up-to-date

## Appendix B: Topic List – Secondary (from RSE DfE 2020)

### Relationships and Sex Education (RSE): Secondary

69. The aim of RSE is 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.
70. Effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.
71. 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. This should be delivered in a non-judgemental, factual way and allow scope for young people to ask questions in a safe environment. Many teachers use approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion and using question boxes to allow pupils to raise issues anonymously.
72. RSE should provide clear progression from what is taught in primary school in Relationships Education. Teachers should build on the foundation of Relationships Education and, as pupils grow up, at the appropriate time extend teaching to include intimate relationships. Alongside being taught about intimate relationships, pupils should also be taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult. This teaching should enable pupils to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful.
73. Pupils should understand the benefits of healthy relationships to their mental wellbeing and self-respect. Through gaining the knowledge of what a healthy relationship is like, they can be empowered to identify when relationships are unhealthy. They should be taught that unhealthy relationships can have a lasting, negative impact on mental wellbeing.
74. As in primary, secondary Relationships Education can be underpinned by a wider, deliberate cultivation and practice of resilience and character in the individual. These should include character traits such as belief in achieving goals and persevering with tasks, as well as personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance of self-respect and self-worth. There are many ways in which secondary schools should support the development of these attributes, for example by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.
75. Pupils should be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. All pupils should feel that the content is relevant to them and their developing sexuality. Sexual orientation and gender identity should be explored at a timely point and in a clear, sensitive and respectful manner. When teaching about these topics, it must be recognised that young people may be discovering or understanding their sexual orientation or gender identity. There should be an equal opportunity to explore the

features of stable and healthy same-sex relationships. This should be integrated appropriately into the RSE programme, rather than addressed separately or in only one lesson.

76. It is recognised that there will be a range of opinions regarding RSE. The starting principle when teaching each of these must be that the applicable law should be taught in a factual way so that pupils are clear on their rights and responsibilities as citizens.
77. Schools may choose to explore faith, or other perspectives, on some of these issues in other subjects such as Religious Education.
78. Pupils should 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. Key aspects of the law relating to sex which should be taught include the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment, and choices permitted by the law around pregnancy.
79. Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, should also be addressed sensitively and clearly. Schools should address the physical and emotional damage caused by female genital mutilation (FGM). They should also 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. As well as addressing this in the context of the law, pupils may also need support to recognise 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 access support for oneself or others at risk. Schools should also be mindful that for pupils who are or have experienced unhealthy or unsafe relationships at home or socially, the school may have a particularly important role in being a place of consistency and safety where they can easily speak to trusted adults, report problems and find support.
80. Internet safety should also be addressed. Pupils should be taught the rules and principles for keeping safe online. This will include how to recognise risks, harmful content and contact, and how and to whom to report issues. Pupils should have a strong understanding of how data is generated, collected, shared and used online, for example, how personal data is captured on social media or understanding the way that businesses may exploit the data available to them.
81. Some pupils are also exposed to harmful behaviours online, and via other forms of media, which may normalise violent sexual behaviours. A focus on healthy relationships and broader Relationships Education can help young people understand acceptable behaviours in relationships.

By the end of secondary school:

**Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:**

<b>Families</b>	<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’</li> </ul>
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	relationships); and, how to seek help or advice, including reporting concerns about others, if needed.
<b>Respectful relationships, including friendships</b>	<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> </ul>

	<ul style="list-style-type: none"> <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>
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<p><b>Online and media</b></p>	<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>
<p><b>Being safe</b></p>	<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>
<p><b>Intimate and sexual relationships, including sexual health</b></p>	<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 and menopause.</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>

82. It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions. Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism/radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)

#### Physical health and mental wellbeing

83. The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

84. Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.

85. It is important for schools to promote pupils' self-control and ability to self-regulate, and strategies for doing so. This will enable them to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. This integrated, whole-school approach to the teaching and promotion of health and wellbeing has a potential positive impact on behaviour and attainment.

86. Effective teaching should aim to reduce stigma attached to health issues, in particular those to do with mental wellbeing. Schools should engender an atmosphere that encourages openness. This will mean that pupils feel they can check their understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and wellbeing.

87. Schools have flexibility to design and plan age-appropriate subject content, but this guidance sets out core areas for health and wellbeing that are appropriate for primary and secondary aged pupils.

88. Puberty including menstruation should be covered in Health Education and should, as far as possible, be addressed before onset. This should ensure male and female pupils are prepared for changes they and their peers will experience.

#### Menstruation

89. The onset of menstruation can be confusing or even alarming for girls if they are not prepared. Pupils should be taught key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health. In addition to curriculum content, schools should also make adequate and sensitive arrangements to help girls prepare for and manage menstruation including with requests for menstrual products. Schools will need to consider the needs of their cohort of pupils in designing this content.

## Physical health and mental wellbeing: Primary

90. The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.
91. This starts with pupils being taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.
92. Teachers should go on to talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid.
93. Emphasis should be given to the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors.
94. Pupils should also be taught the benefits of hobbies, interests and participation in their own communities. This teaching should make clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, including in organised and structured activities and groups (for example the scouts or girl guide movements), are beneficial for health and wellbeing.
95. Pupils should be taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices. In later primary school, pupils should be taught why social media, computer games and online gaming have age restrictions and should be equipped to manage common difficulties encountered online.
96. A firm foundation in the benefits and characteristics of good health and wellbeing will enable teachers to talk about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.

### By the end of primary school:

<b>Mental wellbeing</b>	<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> </ul>
	<ul style="list-style-type: none"> <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 servicebased 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>

<b>Internet safety and harms</b>	<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 know how 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>
<b>Physical health and fitness</b>	<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>
<b>Healthy eating</b>	<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>
<b>Drugs, alcohol and tobacco</b>	<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>
<b>Health and prevention</b>	<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 checkups 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 allergies, immunisation and vaccination.</li> </ul>
<b>Basic first aid</b>	<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>



<b>Changing adolescent body</b>	<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>
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**Physical health and mental wellbeing: Secondary**

97. It is important that the starting point for health and wellbeing education should be a focus on enabling pupils to make well-informed, positive choices for themselves. In secondary school, teaching should build on primary content and should introduce new content to older pupils at appropriate points. This should enable pupils to understand how their bodies are changing, how they are feeling and why, to further develop the language that they use to talk about their bodies, health and emotions and to understand why terms associated with mental and physical health difficulties should not be used pejoratively. This knowledge should enable pupils to understand where normal variations in emotions and physical complaints end and health and wellbeing issues begin.
98. Teaching about the impact of puberty, which will have started in primary school, should continue in secondary school, so that pupils are able to understand the physical and emotional changes, which take place at this time and their impact on their wider health and wellbeing.
99. Emphasis should continue to be given to steps pupils can take to protect and support their own health and wellbeing. They should know that there is a relationship between good physical health and good mental wellbeing and that this can also influence their ability to learn. Teachers should cover self-care, the benefits of physical activity and time spent outdoors. This should be linked to information on the benefits of sufficient sleep, good nutrition and strategies for building resilience.
100. Pupils should know the contribution that hobbies, interests and participation in their own communities can make to overall wellbeing. They should understand that humans are social beings and that outward-facing activity, especially that with a service focus (for example, work, volunteering and participation in organisations such as the scouts or the girl guiding movements, the National Citizen Service or the Duke of Edinburgh Award) are beneficial for wellbeing. This can also contribute to the development of the attributes for a happy and successful adult life. Pupils should be supported to recognise what makes them feel lonely. Self-focused or isolating lifestyle choices can lead to unhappiness and being disconnected from society for those who have greater need for companionship and relationships.
101. Pupils should also be taught about problems and challenges. This should include factual information about the prevalence and characteristics of more serious mental and physical health conditions, drugs, alcohol and information about effective interventions.

Schools may also choose to teach about issues such as eating disorders<sup>1</sup>.

102. Teachers should be aware of common ‘adverse childhood experiences’ (such as family breakdown, bereavement and exposure to domestic violence) and when and how these may be affecting any of their pupils and so may be influencing how they experience these subjects. The impact of time spent online, the positive aspects of online support and negotiating social media, including online forums and gaming, should also be included. Teachers should understand that pupils who have experienced problems at home may depend more on schools for support.
103. Pupils should be taught how to judge when they, or someone they know, needs support and where they can seek help if they have concerns. This should include details on which adults in school (e.g. school nurses), and externally can help. **Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:**

<b>Mental wellbeing</b>	<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>
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<sup>1</sup> Eating disorders and extreme weight loss are a specialised area and schools should use qualified support or advice as needed. Schools may consider accessing support from the NHS or local specialist services who may be able to provide advice and CPD for teachers.

<b>Internet safety and harms</b>	<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 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>
<b>Physical health and fitness</b>	<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 cardiovascular ill-health.</li> <li>about the science relating to blood, organ and stem cell donation.</li> </ul>
<b>Healthy eating</b>	<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>
<b>Drugs, alcohol and tobacco</b>	<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>
<b>Health and prevention</b>	<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>
<b>Basic first aid</b>	<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.<sup>2</sup></li> <li>the purpose of defibrillators and when one might be needed.</li> </ul>
<b>Changing adolescent body</b>	<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>

<sup>2</sup> Cardio Pulmonary Resuscitation is usually best taught after 12 years old.

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