Esland North Limited

ED0049 - Relationships & Sex Education Policy

Introduction

Our students are entitled to a curriculum which contributes to a well-balanced education, developing the abilities and life skills of individual students so that they may become valuable, positive and have an active place in society. The entitlement is for all students at our school, regardless of age, gender, race, religion or disability. Relationships Education, Relationships and Sex Education (RSE) and Health Education is a fundamental part of our Personal Development Curriculum and aims to promote self-respect, confidence, responsibility and respect towards others as well as resilience, safety, empathy, love and care.

Relationships and Sex Education relates to learning about physical, moral and emotional development, understanding the importance of family life as well as of stable and loving relationships, and promoting British values such as tolerance. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes and supports young people in developing self- confidence in preparing for physical and emotional changes into adulthood. RSE has an integral part to play in building students' mental wellbeing and their understanding of themselves as part of a family, community and wider society. As our students grow, they will understand their rights as global citizens but also the responsibility that this brings.

Research demonstrates that good, comprehensive RSE does not make young people more likely to become sexually active at a younger age and in fact knowledge can help prevent this as well as help to identify child protection issues in young children. Relationships education is not about the promotion of sexual orientation or sexual activity as this would be inappropriate teaching**.** Young people's entitlement to RSE is enshrined in the terms of the Education Act (1996).

Aims and Objectives

The policy has been developed to ensure that staff and parents or carers are clear about the statutory requirements regarding Relationships and Sex Education including its content, progression and delivery, and that the students receive their educational entitlement. It is our intention that all children have the opportunity to experience a bespoke and relevant programme of Relationships and Sex Education at a level which is appropriate for their age, cognitive and physical development with differentiated provision as required. Taking account of the age, maturity and needs of the students, Relationships and Sex Education aims:

- To provide the knowledge and information to which all students are entitled
- To help students recognise, understand and build healthy relationships, including self- respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships
- To ensure students learn about how relationships may affect health and wellbeing, including mental health
- To provide the confidence for students to be active participating members of society and to value themselves and others
- To prepare students for puberty and encourage them to take responsibility for their own actions

- To equip students with the knowledge and understanding of how to respect and care for their bodies
- To enable students, develop the skills and understanding needed to make healthy, responsible choices about their health and wellbeing including personal hygiene
- To help students understand the significance of stable relationships and its importance for family life. Care needs to be taken to ensure that there is no discrimination or embarrassment for children based on their home circumstances.
- To promote student understanding of reproduction and sexual development.
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media.
- To answer students' questions honestly and sensitively referring the children to parents where appropriate
- To give students information on where individuals and families can get help and support.
- To help students to understand issues of media influence and mixed messages that may contradict and conflict with own beliefs.

Statutory Requirements

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 made under sections 34 and 35 of the Children and Social Work Act 2017 make Relationships Education compulsory for all students receiving primary education, and Relationships and Sex Education (RSE) compulsory for all students receiving secondary education. The regulations also make Health Education compulsory in all state funded schools.
In teaching RSE, we must have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.
We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

This policy was developed in response to:

- Statutory guidance on RSE and health education.
- Keeping children safe in education.
- Behaviour and discipline in schools: guidance for Headteacher and staff.
- Equality Act 2010: advice for schools.
- Special educational needs and disability code of practice: 0 to 25 years.
- Alternative provision.
- Mental health and behaviour in schools.
- Preventing and tackling bullying.
- Cyber bullying: advice for Headteacher and school staff.
- Advice for parents and carers on cyber bullying.
- Sexual violence and sexual harassment between children in schools and colleges.
- Promoting fundamental British values as part of SMSC in schools.
- National Citizen Service: guidance for schools and colleges.

Policy Development

This policy has been developed in consultation with staff, students and parents. The consultation and policy development process involved the following steps:

- Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance

- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
- Student consultation – we investigated what exactly students want from their RSE
- Ratification – once amendments were made, the policy was shared with governors and ratified
- This policy was developed using feedback from carers and staff across Esland

This policy should be read in conjunction with the following School policies:

- Child protection and safeguarding policy
- Anti-bullying & cyber-bullying policy
- Online Safety Policy
- Equality, Diversity and Inclusion policy
- Behaviour and Sanctions policy

Definition

RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
RSE involves a combination of sharing information and exploring issues and values.
RSE is not about the promotion of sexual activity.

Curriculum

Relationships and Sex Education is the multi layered acquisition of skills, knowledge and understanding of ourselves, our bodies and our relationships. It is taught using content and materials that consider the developmental, cognitive and chronological age of the students. Our Esland School's deliver the RSE as informed by statutory content set out in the RSE and Health Education Guidance 2019 (refer to Appendix 1 and Appendix 2), however in the context of a broad, differentiated, balanced and sequential curriculum tailored to the needs of the school population. Effective teaching will ensure that core knowledge is broken down into units of manageable size and communicated clearly to students, in a carefully sequenced way, within a planned programme of lessons.
Teaching will include sufficient well-chosen opportunities and contexts for students to practise applying and embedding new knowledge so that it can be used skilfully and confidently in real life situations. When appropriate some students will follow a structured, graduated and age-appropriate programme to increase their understanding of aspects of puberty, health and sexual relationships. Although identified progressive curriculum maps are in place, yet the sequence in which learning units are being taught may be changed to reflect the specific needs of student cohorts or individual student needs.
As part of the PSHE Curriculum - which incorporates our RSE offer- we focus on helping students develop an understanding of themselves, form good relationships and respect the differences between people. We also aim to prepare students for any physical and emotional changes during puberty, which some will begin to experience before they reach secondary age. Further curriculum content includes learning units on online relationships and internet safety, mental wellbeing, physical health and fitness, healthy eating as well as substance misuse.
At later stages of the curriculum offer we aim to inform our students on the influence of social media on mental health, the ability to deal with emotions and stay safe, intimate relationships, personal space and physical contact, consent etc. Students with an appropriate level of understanding follow learning units that focus more specifically on relationships, sexuality and reproduction, including sexual health and STDs. Whilst we may cover Secondary Specific RSE content, we continue to develop knowledge on topics specified for primary as and when required.

RSE Delivery

We teach RSE in the context of the school's aims, ethos and values framework promoting respect for self and others, responsibility for own actions as well as for family, friends, school and community. Whilst RSE in our school means that we give children information about the way relationships develop and grow over time from childhood through to adult

relationships, we do this with an awareness of the moral code and values which underpin all work in school. Esland School is also aware of the preparing for adulthood outcomes as set out in the SEND Code of Practice and ensures that RSE teaching is differentiated, personalised and delivered in an accessible way.

RSE content is taught by schoolteachers across identified curriculum strands (i.e. Physical Development and Wellbeing, Social and Emotional Development and Wellbeing, as well as Communication) and through a sequence of identified milestones. Since Relationships and Sex Education incorporates the development of self-esteem and relationships, students' learning does not just take place through the taught curriculum, but through all aspects of school life. Where appropriate, outside visitors and professionals may be invited to further enrich the RSE curriculum through direct classroom input.

RSE is set in the context of a wider whole-school approach to supporting students to be safe, happy and prepared for life beyond school. RSE also sits within the context of the School's broader philosophy and approach to developing students socially, morally, spiritually and culturally and its pastoral care system. Relationship and Sex education is usually delivered in mixed gender groups, however there may be occasions where single gender groups are more appropriate and relevant. Teachers will set a group agreement with students to ensure that an atmosphere is created where students feel able to discuss concerns, feelings and relationships. It should be recognised that questions from students will be addressed and dealt with in the most appropriate manner and not disregarded.

To support the delivery of RSE related outcomes a variety of teaching and learning styles may be used including videos, information sheets, pamphlets, textbooks, visual aids and models, games, role-play, accessing appropriate material on the internet and visits. Topics are presented using a variety of views and beliefs so that students can form their own informed opinions but also respect others that may have different opinions. It is important that all staff understand that they have a responsibility to implement this policy and promote the aims of the school at any time they are working with children.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of students will relate to them
- Is sensitive to all students' experiences
- During lessons, makes students feel:
- Safe and supported
- Able to engage with the key messages

We will also:

- Make sure that students learn about these topics in an environment that's appropriate for them, for example in:
- A whole-class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats

- Give careful consideration to the level of differentiation needed

Use of Resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support students in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our students

- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to students' experiences and won't provoke distress

Answering difficult questions

If a student asks a difficult question during a whole or small group class session, staff will be expected to answer honestly and factually.

Where possible students will be encouraged to use the question box approach.

Students' questions will be answered according to their maturity and understanding with support from parents.

The programme will be designed to focus on boys as much as girls, and activities will be planned to ensure both are actively involved, matching their different learning styles.

Teachers will focus heavily on the importance of healthy relationships.

The question box may be used as a distancing technique to prevent over exposure of concepts outside of learning objective.

Questions answered need to follow school policy. Where curriculum queries are raised, these need to be discussed with the Senior Leadership Team and/or Designated Safeguarding Leads.

Terminology

It is recommended that children learn the language associated with body parts so that children can talk to health professionals. Therefore, teachers will use the anatomically correct language for body parts, while acknowledging common terms used by some people. Correct language for body parts will be gradually introduced from Year 1.

Roles and Responsibilities

The Governance Committee

The Governance committee will approve the RSE policy and hold the Headteacher to account for its implementation.

Headteacher

The Headteacher with the support of the Deputy Headteacher and the Governance committee will ensure that:

- All staff are informed of the policy and the responsibilities included within the policy.
- All teachers explore how new pedagogies and technology can be fully utilised to support subjects.
- The subjects are timetabled in a way to ensure that the school fulfils its legal obligations.
- The teaching of RSE is monitored to ensure that it is delivered in ways that are accessible to all students.
- The school consults with parents when planning and delivering RSE to students.
- Clear information is provided to parents/carers on subject content, progression and the right to request that their child is withdrawn.

Teaching Staff

All Staff will ensure that:

- Ground rules are negotiated with the group before embarking on lessons of a sensitive nature, so that both the staff and students can work together in a supportive atmosphere in which all members can speak with confidence and without fear and embarrassment, anxiety, or breach of confidentiality
- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students

- All students are offered the opportunity to explore ideas, situations, and feelings in an atmosphere of confidence and support.
- At all times teaching will take place in the context of an explicit moral framework.
- The teaching of RSE is delivered in ways that are accessible to all students with SEND; using the students PLP's to plan suitable lessons and to ensure that they are personalised and differentiated to meet the student's individual needs.
- The emphasis of teaching RSE will always be the importance and understanding of personal relationships and the right of the individual to make informed choices.
- Issues of stereotyping, sexual equality, harassment, rights and legislation underpin the teaching of RSE.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Parents/Carers

The school understands the primary role in children's Relationships and Sex Education lies with parents and carers. We wish to build a positive and supporting relationship with the carers and parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective all carers and parents will be

- Given every opportunity to understand the purpose and content of Relationships Education, RSE and Health Education.
- Consulted and encouraged to participate in the development of Relationships Education, RSE and Health Education.

- Able to discuss any questions or curriculum queries directly with the school.

Parents as well as any relevant stakeholders should be reassured that the personal beliefs and attitudes of a teacher should not influence the teaching of RSE.

Sensitive Issues

From time to time, sensitive issues will be raised by students. It is important that all individuals concerned with the delivery of RSE in school are aware of the agreed values framework. The issues concerned may include contraception, abortion, safe sex, HIV and other sexually transmitted diseases, sexual identity or orientation, homophobic bullying and different families. It is important to acknowledge that students may hear these terms through different sources such as the media and need to feel able to ask for further information. The response from the member of staff will be appropriate to the child's age and maturity, and thought will be given to whether the response is appropriate in the context of a small class group or individual situation. Questions will always be treated with respect and with a caring response and staff will always be sensitive to underlying problems which may be worrying a child.

Child Protection and Confidentiality

When teaching any sensitive topic, such as RSE which deals with family life, safe and appropriate touching, personal body parts and healthy relationships, we recognise the potential to uncover incidents of abuse through children's disclosures. All members of staff who deliver any of our Relationship or Sex Education Programme, have statutory training around safeguarding children and are all aware of our school's safeguarding policy and procedures in the case of a disclosure or suspicion of a safeguarding concern. All staff involved in delivering and supporting RSE should be alert to the signs of abuse, neglect and exploitation and are aware that they cannot offer or guarantee absolute confidentiality to the child. If there is a concern about the child's safety, staff should follow the guidelines in the Safeguarding Policy adopted by the school.

We recognise that for children who may be vulnerable due to past or present abuse or changes in family situations, some learning units may need to be adapted due to the sensitive nature of the topics covered. Providing RSE Education is deemed to be a protective factor in preventing further abuse, as it may help children make sense of their experiences and

help them develop the skills and resilience needed to keep them safe in future. The school will ensure that Schemes of Work may be adapted as appropriate to meet individual student needs in relation to their contextual circumstances.

Equal Opportunities

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject students to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSE will foster good relations between students, tackle all types of prejudice –including homophobia –and will promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE,2014b).Schools have a legal duty to promote equality (Equality Act,2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states "Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.

Parental Right to Withdraw

Parents/carers have the right to withdraw their children from some or all elements of sex education delivered as part of the RSE lessons which do not form part of the National Curriculum up to and until three terms before the age of 16. Any parent wishing to withdraw their child from the RSE curriculum
and/or to further discuss any aspect of the curriculum in more detail should put their request in writing and address this to the Headteacher. A copy of withdrawal requests will be placed in the student's educational record and the Headteacher will discuss the request with parents and take appropriate action. If queries are not resolved then parents/carers may contact the committee for a final decision.
Where a student is withdrawn from Sex Education, the class teacher will ensure that the student receives alternative appropriate and purposeful education which may include the child working on an alternative chosen project. If the request for withdrawal is granted and supervision cannot be arranged, parents may be asked to come into school and supervise their child on an alternative project
There is no right to withdraw from Relationships Education or Health Education.

Working with external agencies

The School is aware that working with external partners will enhance the delivery of RSE and will support the school to bring in specialist knowledge and implement different ways of engaging with young people. Where The School uses external agencies, the credentials of the visiting organisations or parties will be checked. The School will also ensure that the teaching delivered by the visitor fits within the planned programme and the published policy. The School will work with external agencies to ensure that the content delivered is age and developmentally appropriate and accessible for all students. Any materials that are used as part of the delivery must be approved by the school in advance of the session.
The School will ensure that the visitor is aware of aspects of confidentiality and understands how safeguarding reports should be dealt with.
We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.
The school remains responsible for what is said to students. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
- Are age-appropriate
- Are in line with students' developmental stage

- Comply with:
- This policy
- The Teachers' Standards
- The Equality Act 2010
- The Human Rights Act 1998
- The Education Act 1996

- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of
- the curriculum
- Review any case study materials and look for feedback from other people the agency has
- worked with

Be clear on:

- What they're going to say
- Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding proceduresfor these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.
The headteacher 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 and Evaluating the Policy

The Headteacher and Governance committee will ensure that staff and parents are informed about the content, progression and delivery of the curriculum through relevant policy information.
The teacher with responsibility for Personal Development will monitor and evaluate RSE teaching and learning with the support of the Curriculum Pathway Leads and the Senior Leadership Team.
Esland School's will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, sampling teachers planning, questionnaires to teachers and children and feedback from parents.

Appendix 1

By the end of primary school leaners show know:

Families and People who care for me	**Students Should Know** • That families are important for children growing up because they can give love, security and stability. • 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. • 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. • 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. • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring Friendships	**Students Should Know** • How important friendships are in making us feel happy and secure and how people choose and make friends. • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • 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 rights. • 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.
Respectful Relationships	**Students should know** • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or background) or make different choices or have different preferences or beliefs. • Practical steps they can take in a range of different contexts to improve or support respectful relationships. • The conventions of courtesy and manners. • The importance of self-respect and how this links to their own happiness. • 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 position of authority. • 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. • What a stereotype is, and how stereotypes can be unfair, negative or destructive. • The importance of permission-seeking and giving in relationships with friends, peers and adults.
Online Relationships	**Students should know** • That people sometimes behave differently online, including by pretending to be someone they are not.

	• That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • How to critically consider their online friendships and sources of information including awareness of risks associated with people they have never met. • How information and data is shared and used online.
Being Safe	**Students should know** • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • 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. • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • How to recognise and report feelings of being unsafe or feeling bad about an adult. • How to ask for advice and help for themselves or others, and to keep trying until they are heard. • How to report concerns or abuse, and the vocabulary and confidence needed to do so. • Where to get advice e.g. family, school, and/or other sources.

Mental Wellbeing	**Students should know** • That mental wellbeing is a normal part of daily life, in the same way as physical health. • 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. • 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. • How to judge whether that they are feeling and how they are behaving is appropriate and proportionate. • The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • Simple self-care techniques including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with and adult and seek support. • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • Where and how to seek support (including recognising the triggers for seeking support) including whom in school they should speak if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • 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.

Internet Safety and Harms	**Students should know** • That for most people the internet is an integral part of life and has many benefits. • 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.
	• 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.
	• Why social media, some computer games and online gaming, for example, are age restricted.
	• 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.
	• How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
	• Where and how to report concerns and get support with issues online.
Physical Health and Fitness	**Students should know**
	• The characteristics and mental and physical benefits of an active lifestyle.
	• 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.
	• The risks associated with an inactive lifestyle (including obesity).
	• How and when to seek support including which adults to speak to in school if they are worried about their health.
Health Eating	**Students should know**
	• What constitutes a healthy diet (including understanding calories and other nutritional content).
	• The principles of planning and preparing a range of healthy meals.
	• 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)

Drugs, Alcohol and Tobacco
Students should know

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drugtaking

By the end of secondary school leaners show know:

Families	**Students should know**
	• That there are different types of committed, stable relationships.
	How these relationships might contribute to human happiness and their importance for bringing up children.
	• What marriage is, including their legal status e.g. that marriage covers legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
	• Why marriage is an important relationship choice for many couples and why it must be freely entered into.
	• The characteristics and legal status of other types of long-term relationships
	• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
	• 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.
Respectful Relationships including Friendships	**Students should know**

	• The characteristics of positive and healthy relationships (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. • Practical steps they can take in a range of different contexts to improve or support respectful relationships. • 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) • 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. • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control. • What constitutes sexual harassment and sexual violence and why these are always unacceptable. • 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
Online and Media	**Students should know** • Their rights, responsibilities, and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromised material placed online. • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • What to do and where to get support to report material or manage issues online. • The impact of viewing harmful content. • 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. • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. • How information and data is generated, collected, shared and used online.
Being Safe	**Students should know** • 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. • 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)

Mental Wellbeing

Students should know

- How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
- That happiness is linked to being connected to others.

- How to recognise the early sigs of mental wellbeing concerns.
- Common types of mental ill health (e.g. anxiety and depression)
- 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.
- The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service based activities on mental wellbeing and happiness.

Internet Safety and Harms	**Students should know** • 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.
Physical Health and Fitness	**Students should know** • The positive associations between physical activity and promotion of mental wellbeing including as an approach to combat stress. • 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. • About the science relating to blood, organ and stem cell donation.
Healthy Eating	**Students should know** • How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
Drugs, alcohol and tobacco	• 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. • The law relating to the supply and possession of illegal substances. • The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. • The physical and psychological consequences of addiction, including alcohol dependency. • Awareness of the dangers of drugs which are prescribed but still present serious health risks. • 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.
Health and Prevention	**Students should know** • About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. • About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. • (late secondary) the benefits of regular self-examination and screening • The facts and science relating to immunisation and vaccination. • The importance of sufficient good sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.
Basic First Aid	**Students should know** • Basic treatment for common injuries

	• Life- saving skills, including how to administer CPR • The purpose of defibrillators and when one might be needed.
Changing Adolescent Body	**Students should know** • Key facts about puberty, the changing adolescent body and menstrual wellbeing. • The main changes which take place in males and females, and the implications for emotional and physical health.

Appendix 2

FORM FOR PARENTS/CARERS TO WITHDRAW CHILDREN FROM THE SEX EDUCATION COMPONENTS OF THE RSE CURRICULUM

TO BE COMPLETED BY PARENTS/CARERS			
Name of Child		**Class**	
Name of Parent		**Date**	
REASON (S) FOR WITHDRAWING FROM SEX EDUCATION WITHIN RELATIONSHIPS & SEX EDUCATION			
ANY OTHER INFORMATION YOU WOULD LIKE THE SCHOOL TO CONSIDER			
Parent or Carer Signature			

TO BE COMPLETED BY THE SCHOOL: AGREED ACTIONS FROM DISCUSSION WITH PARENTS / CARERS