Tudor Grange Academies Trust

Relationships Education, Relationships and Sex Education (RSE) and Health Education Policy

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Contents

This policy should be read in conjunction with the individual RSHE curriculum maps, which contain more detailed information on the localised content and sequencing of content of the RSHE curriculum at each individual school within the Trust. This can be found in the appendix of this policy.

1   Intent and Aims

1.1   **The intent** of RHSE is to encourage the emotional and social development of our pupils and involves learning about sexual health, sexuality, healthy lifestyles diversity and personal identity. This policy aims to ensure that the Trust complies with and implements effectively the requirements of the DFE Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance, the Education Act 1996 and any other statutory guidance.

1.2   **The aims** of RHSE across the Trust are:
- To foster a safe school community where pupils can learn, grow and develop positive, healthy behaviour for life.
- To nurture secure learning environments where children can be inquisitive and curious, develop tolerance, empathy and self-esteem, and show respect and consideration for others.
- To meet our safeguarding obligations by providing a preventative programme that enables children to learn about the safety and risks in relationships.
- To ensure that all pupils are prepared for the physical and emotional changes they go through during puberty.
- To provide age-appropriate knowledge about sexual health and human development, together with an opportunity to consider the values and attitudes around sexual health issues.

- To help pupils to keep themselves safe, both on and offline, to develop positive relationships with others, and to understand the difference between consenting and exploitative relationships.

2   Individual Responsibilities

Different aspects of RHSE provision are supported by The Trust Board, Principals, Trust Subject Leads, localised school Subject Leads, teachers, support staff, specialist services and health professionals.

Governance of policy

2.1   The **Trustees** are responsible for:
- approval of this policy
- monitoring the work of the Trust RHSE Leads and support and challenge on matters relating to RHSE provision in accordance with the policy;
- have regard to the guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996 and do its best to ensure that RHSE provision is in place in accordance with this act.

Governance of pupil/parental views

2.2   The **Local Governing Body** is responsible for:
- supporting the school with required actions from the termly CEO's report to the EPC;
- gathering pupil voice to contribute to the monitoring of priorities for RHSE provision.
- tracking themes in parental complaints in relation to RHSE;
- reporting any serious or persistent concerns to the Board of Trustees.

Governance of curriculum content, delivery, impact and subsequent staff training.

2.3   The **Principal** of each TGAT school is responsible for: ensuring RHSE is taught consistently across the school, and for managing requests to withdraw students from non-science components of RHSE. This includes making sure that:
- RSHE is resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations
- RSHE is effectively led and well planned and the quality of provision is subject to regular and effective self-evaluation
- Clear information is provided for parents on the subject content and the right to request their child is withdrawn.
- Staff wellbeing is considered. It is recognised that there are topics which are sensitive in RSHE and may be difficult to teach depending on the life experiences of the teacher delivering the curriculum. Therefore, each school's Leadership should be sensitive to staff well-being and needs by offering relevant support.

2.4   **Trust Subject Leads** are responsible for:
- supporting with the development of the curriculum design where appropriate
- auditing the provision of RHSE education within the Trust to ensure schools are curriculum compliant
- providing support and guidance for RHSE School Leads in implementing the agreed outcomes of their audits and measuring the impact of the localised recommendations

2.5   **School Subject Leads** are responsible for:

- ensuring their school is curriculum compliant by following the statutory guidance. This includes: ensuring their localised curriculum is shared on their school website; monitoring that lessons are age appropriate and accessible to all; auditing each of the RHSE strands to assess the impact of provision on pupils and make relevant changes to ensure the content delivered is relevant and timely.
- supporting staff with teacher training activities. This could include support with: ensuring the pupils can make progress in achieving the expected educational outcomes; teaching is delivered in ways accessible to all pupils including those with SEND

2.6 **Teaching Practitioners** are responsible for:
- delivering the agreed RHSE curriculum in a professional, sensitive and positive manner, remaining balanced and not dependent on any personal views. This includes ensuring that all pupils feel comfortable in a 'safe' learning environment. The teacher is expected to consider their own needs by forward planning and identifying topics which may be sensitive to teach due to personal life experiences and ask to be supported effectively
- delivering the agreed RHSE curriculum so that it is accessible for all and there is progress and development of all the pupils in their class. Quality First Teaching (QFT) is the first step in responding to pupils with SEND. Staff are required to consult the SEND register to support their teaching of RHSE.
- Modelling the positive attributes drawn on in RHSE
- Monitoring progress against the British values pupils
- Responding appropriately to students whose parents wish them to be withdrawn from the non-science component of RHSE
- raise any subsequent safeguarding concerns according to the school policy.

2.7 **Pupils** are expected to:
- - fully engage in RHSE and when discussing lesson content display the British Values of mutual respect and tolerance

2.8 **Parents/Carers** are the primary responsibility for providing children with relationships, sex and health education. They have a right to withdraw their children from the non-science component of sex education within RHSE

3 Explanation of the right to withdraw

3.1 Primary

3.1.1 Relationships and Health Education form statutory parts of the RSHE curriculum for primary aged pupils. To that end, parents are not able to withdraw their children from these aspects teaching and learning. Sex education is non-statutory for primary schools, although elements of sex education do form part of the statutory science curriculum. Parents are able to withdraw their children from sex education lessons that go beyond the science curriculum for their year group.

3.1.2 Requests for withdrawal should be made in writing and addressed to the Principal and upon receipt, The Principal (or designated senior leader) will invite the parent to a discussion about their concerns. Permission will be granted in line with the statutory guidance.

3.2 Secondary

3.2.1 From September 2020 parents will continue to have the right to request that their child be withdrawn from some, or all of sex education content, delivered as part of statutory RSE. However, three school terms before the child turns 16 a pupil who wishes to receive sex education lessons can do so without their parent's permission.

3.2.2　Before a request for withdrawal is granted, parents expressing concern regarding sex education will be invited to their school by the relevant SRE Lead and a representative from the leadership team to talk through those concerns. This will help clarify: the nature and the purpose of the curriculum, the benefits of receiving this education and to raise concerns regarding the possible effects and safeguarding issues which could result from withdrawing the pupil. Once this meeting has taken place, those parents who still wish to withdraw their child, will have this documented by the school so that a future record is kept. A student who is withdrawn from sex education will receive an appropriate, purposeful education during the period of withdrawal.

3.2.3　There is no parental right to withdraw from Relationships Education, or Health Education. Likewise, Relationships Education, RSE and Health Education is complemented by the following national curriculum subjects: PE, computing, science and citizenship and there continues to be no right to withdraw from any part of this national curricula.

4　Structure of school level content

4.1　For more information about our RHSE curriculum, see the RHSE curriculum map on each school's website. These documents include centrally agreed topics (compliant with the DFE statutory guidance.) We also recognise the need for our schools to approach RHSE in a progressive and inclusive way and therefore value the importance of contextual flexibility. It is essential schools have opportunity to respond to local public health and community issues. For example, in teaching about gangs or high local prevalence of specific sexually transmitted infections.

4.2　Teaching in schools with a religious character

Tudor Grange Academies take into account the religious backgrounds of the pupils they are teaching. Schools with a faith character may also teach the distinctive faith perspectives on relationships. However, all relevant lessons will draw upon the law including the Equality Act 2010 so that pupils understand what legally they can or can't do.

4.3　Use of Materials

Resources sourced will be thoroughly checked by the RSHE lead and will fall in line with this policy. Where available, resources used will have been recommended by the Local Authority, or accredited by the PSHE Association or Sex Education Forum This includes Rise Above resources for lessons linked from the PSHE Association website. Resources used will be up to date and non-discriminatory.

4.4　Working with external agencies

It is the responsibility of all teaching staff to deliver the programme of study for RSHE. However, there may be times where the RSHE curriculum is supported by external agencies. The intention of drawing upon this support will be to ensure that their input enhances the RSHE provision of our pupils. Prior to delivering the session all necessary safeguarding checks in line with Tudor Grange Academies Trust policy will need to be carried out and resources checked by RSHE Lead Teachers in advance to make sure that the content is age appropriate, addresses the needs of pupils and that the resources and delivery do not 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.

4.5　Assessment/monitoring of progression.

Assessment in RSHE will not be measured in the same way as other subjects. Schools will make localised decisions about how this is monitored. The impact of RSHE will be measured according to the British Values our pupils' display, and therefore the TUDOR values RSHE is trying to instil in its pupils at Tudor Grange Academies.

4.6   Integrating teaching

RSHE will sit alongside several national curriculum subjects. These being: Citizenship, Science, Computing and PE. Links will be made to draw links between these subjects and each school within the Trust will audit this content to ensure information is built upon ad duplication prevented.

5   Primary

5.1   Relationships Education

In primary schools, the focus of relationships teaching will be on the fundamental building blocks and characteristics of positive relationships within family relationships, friendships and relationships with other children and adults, both in person and online. We want all children to develop ideas of respect and boundaries that can built on during their primary years and on into the secondary curriculum. (See Primary Appendix)

5.2   Sex Education

Sex education is not compulsory in primary schools, although the Department for Education recommends that al primary schools have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. Meeting this objective will require a graduated, age appropriate programme of sex education. Many elements of this programme will be statutory as part of the Science curriculum. TGAT is committed to working with parents to provide a holistic approach to sex education and make teaching materials readily available for parents to view and discuss with senior leaders. (See Primary Appendix)

5.3   Difficult questions

Children may ask questions which go beyond the Sex and Relationships curriculum being delivered. We respect the courage and confidence it may take pupils to ask these questions and will respond in a thoughtful and appropriate way, being mindful that where a question is not answered an answer may be sought elsewhere and children may receive inappropriate information. Questions of this nature will be handled sensitively. Staff will not answer 'in the moment' instead taking time to ensure that they are clear about the information that they are able to give and parents will be informed where necessary. Such questions may need to handled alongside the safeguarding policy.

5.4   Physical health and mental wellbeing

Teaching children about physical health and mental wellbeing is an important part of supporting children to make good decisions about their own health and wellbeing. We know that mental and physical health are interlinked and it is important that children understand the impact that one can have upon the other. Through this subject area, children will learn about self-care techniques, personal health, basic first aid and the prevention of health and wellbeing problems. (See Primary Appendix)

5.5   Menstruation

It is important that girls are prepared for the onset of menstruation, and for many girls this is happening during their years at primary school. Menstruation is included in the Health element of RSHE and will be taught alongside the requirements outlined in the Science Curriculum. Sanitary products are available in school should they be required and sensitive arrangements are in place to help girls to prepare for and manage menstruation. Parents should contact their child's class teacher in the first instance if they wish to discuss this further.

6   Secondary

6.1   Relationships and Sex Education

Tudor Grange Academies Secondary Trust curriculum is set out as per the secondary Appendix, but it may be adjusted according to nationalised and localised events and/or emerging needs.

The secondary Trust RSE curriculum builds on and develops pupils' knowledge and understanding gained from their Relationships Education taught at Primary school. Biological aspects of RSE are also taught within the science curriculum, and other aspects are included in Religious Education. RSE focuses on giving our pupils the information they need to develop healthy relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

Effective RSE, in covering the above content, will also help our pupils to recognise and understand when, or when not, a relationship is healthy and equip them with the skills to know where to go to draw upon the support and advice of others together with an array of coping strategies.

6.2   Difficult questions

Tudor Grange Academies acknowledge that our pupils are inquisitive and that this is a tool for learning, therefore they will and should feel comfortable to ask a range of questions which may be considered sensitive. If the question posed is personal (for example, about the member of staff or their relationships) it would be considered inappropriate and dealt with by the individual teacher and in accordance with the school's behaviour policy. If the question posed by the student highlights a safeguarding concern (where the teacher feels the health and/or safety of a student is at risk) the teacher is responsible for following Trust procedure by logging a myconcern. If one of our pupils has a question which a teacher feels unable to answer at that particular time, they may apply relevant distancing techniques, such as writing down questions into a 'letter box' at the end of a lesson to be addressed by the next lesson, to ensure our pupils' questions are answered appropriately and informatively. This will help ensure our pupils don't go to inappropriate and/or inaccurate sources for their information.

6.3   The law

Secondary school pupils will need to know what the laws says about sex and relationships in order to keep them safe. This will help prepare our pupils for life in modern Britain and equip them to be responsible and respectful citizens who contribute positively to society. Pupils will be taught about the following laws in line with the statutory guidance:

- 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)

6.4   Physical health and mental wellbeing

The Tudor Grange Academies' Secondary curriculum is set out as Appendix 3; similarly, it may be adjusted or adapted in line with national/localised events and/or emerging needs.

The intent of RSHE is to ensure our pupils know how to make positive and well-informed choices with regards to their health and mental well-being. This includes:
- Mental Well being
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and Prevention
- Basic first aid
- Changing adolescent body

RSHE aims to help pupils understand how their health and mental well-being are interdependent and give them the skills to recognise when both or either are compromised. RSHE will highlight the importance of having the skill set to ask and accept help, whether internally in one of our schools or with an external agency. Effective teaching in our schools will aim to reduce any stigma attached to health issues and in particular those to do with mental wellbeing.

6.5   Menstruation

Pupils will 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. This content may be delivered in gender specific lessons to ensure sensitivity, although this is a localised decision. It is to be noted that where this positive discrimination does not occur, the aim is to inform all parties about menstruation and the menopause with the aim of giving them the information to create and sustain nurturing relationships.

Tudor Grange Academies are part of the government period product scheme which provides free period products for all learners who need them. This scheme aims to ensure that no pupil loses their education because of their periods. Pupils will be able to access sanitary products from student services.

7   Equality, Diversity and Inclusion

We promote the needs and interests of all pupils, irrespective of gender, culture, ability or aptitude by ensuring that all resources are representative of the various cultures, religions and backgrounds of the children we teach. Teaching will take into account the ability, age, readiness, special educational needs and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access RSHE education provision. We promote social learning and expect our pupils to show a high regard for the needs of others by listening to others, respecting the opinions of those around them, and being fair and unbiased in their responses. We will use RSHE education as a vehicle to address diversity issues and to ensure equality for all by supporting children to develop positive attitudes to all types of family relationships, including same sex relationships, and by preparing all pupils for the future irrespective of their sexual orientation or gender identity.

All pupils receive teaching on lesbian, gay, bisexual and transgender (LGBT) relationships during their school years. Sometimes this may not be explicit. For example, a lesson on relationships may contain gender neutral names to sensitively show the healthy/non-healthy characteristics of a relationship regardless of their sexuality. When the content of lessons demands it, and in accordance with the Equality Act, schools in the Trust may take positive action by, for example, teaching gender specific RSHE lessons. For example, a school in the Trust may decide to teach puberty or self-examination cancer checks separately to each gender, rather than having mixed gender classes.

References;

SEND Code of Practice 2015
https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

SEN and Disability Regulations 2014
http://www.legislation.gov.uk/uksi/2014/1530/pdfs/uksi_20141530_en.pdf

Children and Families Act 2014
http://www.legislation.gov.uk/ukpga/2014/6/enacted

Equality Act 2010
https://www.legislation.gov.uk/ukpga/2010/15/content

Primary Appendix

Relationships Education

By the end of primary school, pupils should know:

Families and people who care for me	- 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[1] 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	- 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 right. - 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.

[1] [13] Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

Respectful relationships	• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • 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 positions 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	• 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 the risks associated with people they have never met. • how information and data is shared and used online.
Being safe	• 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 any adult. • how to ask for advice or 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.

Health Education

By the end of primary school, pupils should know:

Mental wellbeing	- 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 what 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 an 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 to 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	- 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	• 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.
Healthy eating	• 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	• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	• how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.

Secondary Appendix

Relationships Education
By the end of secondary school, pupils should know:

Families	Pupils 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 carries 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	Pupils should know
	• 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.
	• 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	Pupils 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 compromising 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	Pupils 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).
Intimate and sexual relationships, including sexual health	Pupils should know • 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. • 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. • the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. • that there are a range of strategies for identifying and managing sexual

	pressure, including understanding peer pressure, resisting pressure and not pressurising others.
	• that they have a choice to delay sex or to enjoy intimacy without sex.
	• the facts about the full range of contraceptive choices, efficacy and options available.
	• the facts around pregnancy including miscarriage.
	• 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).
	• 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.
	• about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
	• how the use of alcohol and drugs can lead to risky sexual behaviour.
	• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

Health Education

By the end of secondary school, pupils should know:

Mental wellbeing	Pupils 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 signs 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	Pupils 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	Pupils 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 cardio- vascular ill-health.
	• about the science relating to blood, organ and stem cell donation.
Healthy eating	Pupils 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	Pupils should know • 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	Pupils 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. 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.