



# **Relationships & Sex Education (Secondary) Policy**

<b>Policy Owner:</b>	<b>Director of Inclusion</b>
<b>Approved by:</b>	<b>Trust Board</b>
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**Due to the evolving nature of The CAM Academy Trust, procedures behind this Policy will be reviewed and amended accordingly to reflect changes.**

At the heart of our work lie the six core principles of The CAM Academy Trust. These drive everything that we do.



## **Position Statement**

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

Relationships and Sex Education (RSE) is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings. This education can also foster understanding and respect for people with different sexual orientations and help them feel safe and supported when it comes to their own feelings and identity. It can make a significant contribution to the development of the personal skills needed by people if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

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 pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools. The new guidelines are to ensure that education prepares young people for life in the modern world.

## **Statutory requirements**

The Department for Education introduced compulsory Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils from September 2020. Delivery of Relationships and Sex Education (RSE) is not a statutory requirement in sixth form settings however, we, as a Trust, encourage our sixth forms to continue providing age-appropriate support, advice and guidance to ensure that post 16 pupils develop their understanding of healthy relationships and healthy lifestyles.

## **RSE in our Schools**

Providing accurate and positive RSE is fundamental to the aims and ethos of the Trust.

All schools in the Trust are committed to equal treatment for all pupils, regardless of race, sex, disability, religion or belief, gender identity or sexual orientation. Each of the core principles of the Trust suggests an approach which promotes equality and celebrates diversity. Pupils will only achieve excellence if the barriers that promote unequal outcomes

are successfully removed. Education can only be truly comprehensive if every pupil has an equal chance to thrive. This can only be achieved by effective partnership with key external organizations, and strong links throughout the local community. It is only with a genuinely international outlook that pupils will truly understand and value global diversity.

In our schools, RSE enables young people to learn about emotional, social and physical aspects of their lives, about themselves and their relationships. It enables young people to develop essential life skills for building and maintaining positive, enjoyable, respectful and non-exploitative relationships. It equips them with information and skills they need to understand themselves, their peers and people they meet in the wider community. It explores risks, choices, rights, responsibilities and attitudes. It will help students to develop skills to keep themselves and others safer, physically and emotionally, both on and off-line. RSE enables young people to explore their own attitudes and those of others respectfully.

### **What is Relationships & Sex Education?**

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.

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.

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.

### **Curriculum Provision**

Each school is responsible for ensuring that a comprehensive and appropriate RSE curriculum is scheduled, delivered, evaluated and updated regularly. Each school will produce and publish an RSE curriculum overview annually on their school's website outlining what they will deliver in each year group, including in sixth form where appropriate, when different aspects of the curriculum will be delivered during the academic year as well as an overview of how the various aspects of the curriculum will be taught. RSE may be delivered in specific lessons, or it may also be delivered as part of a form time programme or 'drop down' days. These approaches will be used flexibly to deliver the curriculum in the most effective way.

### **Aims of RSE**

Through the delivery of RSE we intend to further our school's aims of providing a curriculum which is relevant to the needs of every student, both now and in the future. It will enable students to develop knowledge, skills and attitudes which enhance their personal development and wellbeing. This will have a direct, positive effect on their progress and achievement in school.

All adults in school will work towards achieving these aims for RSE. We seek to enable our students to:

- develop interpersonal and communication skills to support them when relationships are good or when they are difficult
- develop and explore personal values and a moral framework to guide decisions and behaviour
- respect themselves and others, their views, backgrounds, cultures and experiences
- promote equality and respect in their own peer groups, both on and offline, reducing prejudice and challenging stereotypes and harassment
- develop skills for healthy relationships based on mutual respect, trust and positive communication
- have a confident understanding of human biology and reproduction
- understand the role of sex in intimate relationships and strategies for considering readiness for sex
- be prepared for puberty, understand the emotional, physical and social effects of adolescent development and support others
- develop the attitudes and skills needed to understand their sexuality, sustain healthy intimate relationships, should they choose them, and maintain their sexual health
- explore the positive implications of new technologies for relationships and understand safety and privacy
- develop critical, media literacy skills, enabling them to reflect on relationships and sex portrayed in the media, including in pornography
- recognise and avoid exploitative, coercive and controlling relationships, including intimate relationships
- explore and confidently discuss issues and develop skills associated with consent in different relationships
- explore their own values and attitudes towards gender identity and sexuality
- explore their own values and attitudes towards behaviours based on disrespect, ignorance, fear, prejudice or hatred
- value, care for and respect their own bodies
- understand about safer sex, including contraception and the prevention of Sexually Transmitted Infections, for people of different sexualities
- have the skills and knowledge to access advice and support from local and national services, on and off-line.

### **Pupils with Special Educational Needs and Disabilities (SEND)**

RSE and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities. High quality teaching that is differentiated and personalised is the starting point to ensure accessibility. The SEND department should be notified in advance if additional support is required in order to support a pupil in a lesson. Each school should be mindful of preparing for adult outcomes, as set out in the SEND code of practice, when teaching these subjects to those with SEND.

### **Equality**

The [Equality Act 2010](#) has special resonance in RSE. Through this area of learning we seek to develop key interpersonal skills such as respect and empathy, which enable students to understand the rights and responsibilities we all have towards one another. We strive to ensure that every student feels valued and represented in our school as a whole and specifically through our RSE provision.

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics).

Also relevant here is our duty to teach fundamental British Values, which include individual liberty, mutual respect and respect for those of different faiths and beliefs.

We will ensure that our provision of RSE is not only equally accessible and inclusive for all students with protected characteristics, or who have family members with protected characteristics, but also that it reduces discrimination, advances equality of opportunity and encourages good relations between different groups.

In order to ensure that RSE meets the needs of all:

- We will reflect a range of lifestyles and family structures, in PD lessons and beyond, so that all students see themselves and their families reflected back in the lesson content.
- We will teach about RSE themes in ways which are relevant to all, using examples of people with a variety of different sexualities, gender identities, lifestyles and faith backgrounds.
- We will ensure that the law in relation to, for example, equality, marriage, sexuality, gender identity, online behaviours, sexual harassment and violence are explained in age appropriate ways.
- Where there are different cultural or religious views about families, relationships or behaviours, we will share these to ensure children see their family views reflected back in the lessons.
- We will carefully consider the needs of non-binary students (i.e. those who do not identify as being either male or female), to ensure their needs are being met by the curriculum provision and our methods of delivery.
- We will not seek to gain consensus, but will respectfully listen, accept and celebrate difference and enable students to develop skills to do the same.
- In order to build positive communication skills and empathy, we will teach in mixed-sex groups wherever possible.
- All adults in school will encourage respect and discourage abusive and exploitative relationships of any sort.
- We will not ask students to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

## **Safeguarding**

We understand the importance of high quality RSE as we fulfil our statutory safeguarding duties. RSE enables students to understand about mutual, consensual and reciprocal relationships in all their forms. Whether students are learning about friendships, families, relationships in school or the wider community, they will be developing essential skills which underpin their ability to recognise abusive relationships. Teaching about 'Healthy Relationships and 'Anti-bullying' supports us in fulfilling our statutory duty (as described in KCSIE) to prevent 'child-on-child' abuse.

In the case of RSE, we recognise that effective teaching may alert students to what is appropriate and inappropriate behaviour (including inappropriate sexual behaviour) and that there is an increased possibility that a disclosure relating to abuse may be made. Teaching RSE supports us in fulfilling our duty to prevent Female Genital Mutilation (FGM).

## **Disclosures**

If a member of staff has any concerns that a specific pupil is sexually active, is contemplating sexual activity, is at risk of self-harm or suicide, is at risk of abuse (physical or mental), is involved in unsafe online activity, is at risk of exploitation or has any other concerns that come to light through the delivery of the RSE curriculum the Trust safeguarding policy should be followed.

## **Working with External Agencies and the Wider Community**

We believe that all aspects of RSE are most effectively taught by those who know our students well and are aware of their needs. We encourage visitors to our school, who may enhance, but never replace, our planned provision. We recognise that inviting visitors from local services may increase the accessibility of services for students. We will work closely with visitors to ensure that the needs of our students are met.

In addition to our usual safeguarding procedures, we will follow this Code of Practice when inviting visitors to support our RSE provision:

- The care and management of students is the responsibility of the school at all times.
- In class teaching situations, visitors will not be asked to work alone with students, but will be supported by a member of staff.
- All visitors will be made aware of the content and principles of this Policy, prior to their visit.
- All lessons will be planned in direct liaison with the Head of PD, taking account of the age and needs of the group and the context of the work within the RSE programme.
- Visitors will be reminded that, whilst contributing to RSE in a classroom setting, they must adhere to the same confidentiality code as staff members. Class teaching must be seen as separate from health or other targeted interventions to support wellbeing.
- Any resources which a visitor wishes to use or distribute will be discussed and agreed with the school beforehand.
- The contributions of visitors will be regularly monitored and evaluated.

## **Safe and Effective Practice**

The Trust has a clear Child Protection and Safeguarding Policy, which is shared with staff, students and parents/carers. This policy is communicated to parents/carers on the School website. The policy states that:

- Staff are unable to offer absolute confidentiality.
- We will reassure students that staff will act in their best interests and that this may involve sharing information if the student is at risk of harm.
- Students will be told if information is to be shared and will be offered appropriate support.

- There are circumstances when confidentiality may not be upheld e.g. when Female Genital Mutilation or Child Sexual Exploitation is suspected, where an adult and child are in a sexual relationship. See our Safeguarding Policy for further details.

There are circumstances where confidentiality may be upheld e.g. there is no requirement to report disclosed sexual activity to a young person's parent/carer, although we may report it to the DSL to be sure there is no unknown underlying risk to the young person. (see Sexually Active Students – below)

Professionals, such as school nurses, pastoral support and youth workers are bound by their professional codes of conduct when offering advice and guidance to individual students in non-teaching situations such as health 'drop-ins'. This often involves offering a greater level of confidentiality to students than school staff are able to give. However, in a classroom and other teaching situations when they are contributing to our planned RSE programme, they will follow the school's Confidentiality Policy. Teachers and Health professionals will ensure that students are aware of the different boundaries of confidentiality when beginning work with them.

### ***Answering Questions***

We acknowledge that sensitive and complex issues will arise in RSE, as students will naturally ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for RSE. As a first principle, we will answer questions relating to the planned curriculum for that age group, or below, to the whole class. We will answer questions relating to areas beyond the planned curriculum for that age group, in a sensitive and age-appropriate way, only to the student/s who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it, they will seek guidance from the head of department.

When answering questions, we shall ensure that sharing personal information by adults, students or their families is discouraged. Where the question indicates the need for pastoral support, the conversation will be deferred to a time outside the teaching session and other colleagues may be involved. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, coercion or sexual exploitation, teachers will pass this information to the DSL in line with school Safeguarding Policy.

### ***Sexually Active Students***

If a young person, especially one under 16, indicates to an adult that they are sexually active or contemplating sexual activity, we will act in the following ways:

- All young people will be urged in the first instance to talk to parents/carers or, in some cases, other trusted adults, and they will be offered guidance and support in doing this.
- We are not required to inform the young person's parent/carer about sexual activity, but will log the concern to inform the DSL, in case there are unknown, underlying risks to the young person.
- We will inform young people of where they can obtain confidential support and information e.g. from local sexual health services, in-school health services. We will make it clear that they do not need their parent/carer's agreement to attend these services, but we will encourage them to speak to their parents/carers.



- Students seeking support will be given clear information about where contraception and sexual health advice may be accessed. Students whose parents have withdrawn them from sex education will also be given this information, if they seek it.
- Careful judgements will be made by the DSL as to whether the sexual activity is a safeguarding or child protection concern.

If the staff member has any concerns that an older student's sexual relationship may be ill-informed, non-consensual, coercive or exploitative they will log a concern according to our Safeguarding Policy and refer to the DSL.

All staff are trained in safeguarding and receive regular updates in staff briefings, led by the DSL. There is an annual safeguarding refresher CPD session and new staff are trained regardless of the timeliness of any previous training.

## **Resources**

Ensuring that pupils and their families have the most up to date information is essential. Leaflets and pamphlets will be sourced from suitable organisations and agencies and issued to pupils where this is deemed an appropriate method for communicating key facts. Schools will endeavour to provide absent pupils with any information that they have missed upon their return. Those pupils who join outside the main cohort will also receive leaflets, pamphlets or other information issued to pupils in their year group retrospectively. Schools may choose to restrict the distribution of information, or target specific sessions, to gender specific groups, for example some leaflets may be more appropriate to one gender e.g. testicular self-examination. As a Trust we recognise that providing all pupils with information about issues that affect young people of the opposite gender is an important way of helping them to develop understanding of how issues may impact their peers and encourage our schools to do this where possible.

## **Additional sources of information**

All pupils will be taught to access a range of appropriate online resources, for example the NHS website. This will allow pupils to undertake independent research and find information on a range of health issues including STIs and contraception. Online resources from the PSHE Association may also be used, which is an organisation that helps support teachers of PSHE with resources and guidance for all of the topics covered in SRE/PSHE. At times outside agencies such as St John's Ambulance may visit schools and academies to give information on a variety of issues. These agencies will be deemed experts in their field and will support the school's RSE curriculum.

## **Roles and Responsibilities**

### ***The Trust Board***

The Trust Board will approve the RSE policy and hold the Principals to account for its implementation as set out in this policy.

## ***Local Advisory Boards***

Will have oversight of:

- Ensuring the quality of RSE provision is subject to regular and effective self-evaluation and scrutiny
- Ensuring the school is led in a way that support a culture of value and respect for difference and diversity.

## ***Principals***

Principals are responsible for:

- ensuring that RSE is taught consistently across their Academy,
- managing requests to withdraw pupils from [non-statutory/non-science] components of RSE
- ensuring pupils make progress in achieving the expected educational outcomes
- ensuring good leadership of curriculum, including resourcing, so that responsibility for RSE is clear
- ensuring the quality of provision is subject to regular and effective self-evaluation;
- ensuring teaching is delivered in ways that are accessible to all pupils with SEND
- ensuring quality training and support is provided for teachers delivering RSE.
- ensuring clear information is provided for parents on the subject content and the right to request that their child is withdrawn;
- ensuring legal obligations are met
- ensuring their school is led in a way that supports a culture of value and respect for difference and diversity.

## ***Teaching Staff***

Teaching staff are responsible for:

- supporting a culture of value and respect for difference and diversity.
- delivering RSE in a sensitive way
- modelling positive attitudes to RSE
- Monitoring pupil progress
- responding to the needs of individual pupils
- responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components 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 principal.

## ***The role of parents***

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

Through sharing this policy and also providing information on school websites about the RSE curriculum, parents will be able to access information about the RSE education being provided. This communication is important, and schools will also make staff available to discuss the curriculum in more detail upon the receipt of a parental request.

Parents **have the right** to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any request an appropriate member of the school staff should discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. This should be documented and kept on file to ensure a record is kept (Appendix 2).

Once those discussions have taken place, except in exceptional circumstances, we will respect the parents' request to withdraw the child, up to and until three terms before the child Page 8 of 15 turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms. This process is the same for pupils with SEND. However, there may be exceptional circumstances where the school may want to take a pupil's specific needs arising from their SEND into account when making this decision.

There is **no right** to withdraw pupils from Relationships Education or Health Education.

Any parent wishing to make a complaint about the teaching of RSE at one of the trust academies should, in the first instance, address these directly with the specific school as per the normal complaints policy. Should this initial meeting fail to resolve the problem parents/carers should submit a written complaint, as set out in our complaints policy.

### **Monitoring and review**

The delivery of RSE is monitored by the PSHE lead through:

- Planning scrutinies
- Learning walks
- Monitoring of assemblies
- Review of curriculum impact and pupil progress monitoring
- Review of pupil work
- Pupil focus groups

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

Each school will be responsible for evaluating the impact of this policy and the related curriculum.

The impact of this policy will be monitored and reviewed by the Trust Board.

This policy will be reviewed annually in consultation with staff and parents/carers.

## Appendix 1: Curriculum Content

Our RSE Curriculum is wholly consistent with the DfE statutory requirements for RSE and Health Education (2020), National Curriculum (2014), other DfE and OfSTED guidance. It also reflects best practice described by the Sex Education Forum and PSHE Association. We consider RSE to be a continuous process of learning, which begins before students enter our school and continues into adulthood. We have planned a curriculum appropriate to each age group with a spiral of progression. All staff have a part to play in supporting the delivery of RSE and ensuring that their interactions with students support the RSE curriculum.

By the end of secondary school:

Topic	What pupils should know
<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' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</li></ul>
<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 relationships.</li><li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li><li>• how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</li><li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.</li></ul>

	<ul style="list-style-type: none"> <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>
<b>Online media and</b>	<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>
<b>Being safe</b>	<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). Intimate and sexual relationships, including online</li> </ul>
<b>Intimate and sexual relationships, including sexual health</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• how to recognise the characteristics and positive aspects of healthy one to one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</li> <li>• that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.</li> </ul>

	<ul style="list-style-type: none"> <li>• the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women 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>
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## The Law

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', youthproduced 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

Our teaching and curriculum should build on primary content and should introduce new content to older pupils at appropriate points.

**There will be an integrated, whole-school approach to the teaching and promotion of health and wellbeing as this has a potential positive impact on behaviour and attainment. This will be reflected in whole school systems and the wider personal development curriculum.**

**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.**

<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>
<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.</li> <li>• how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</li> </ul>
<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>Health and prevention</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> <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.</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>



## Appendix 2: Right to withdraw from sex education with RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions following discussion with parents/carers	Include notes from discussions with parents/carers and outline any actions that have been agreed