



**Relationships and
Health Education
and Sex Education
Policy (RSHE) –
Whole School**

September 2022

1. Aims

The aims of Relationships and Health Education and Sex Education at our school are to:

- 1.1 Provide a framework in which sensitive discussions can take place
- 1.2 Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- 1.3 Help pupils develop feelings of self-respect, confidence and empathy
- 1.4 Create a positive culture around issues of sexuality and relationships
- 1.5 Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory Requirements

- 2.1 “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.” (DfE Guidance p.8). Further guidance can be found in our PSHE policies.
- 2.2 As an independent school, we must provide Relationships Education to all pupils, as per the guidance above. ‘The statutory requirement to provide Health Education does not apply to independent schools – PSHE is already compulsory as independent schools must meet the Independent Schools Standards as set out in the Education (Independent School Standards) Regulations 2014.’ (DfE Guidance p.10)
- 2.3 However, we feel Health Education is an important aspect of our pupils learning in RSHE. We are not required to provide Sex Education at Primary level, however, we do need to teach the elements of Sex Education contained in the Science curriculum and there are important elements included in our RSHE programme too. The DfE guidance 2019 recommends that all primary schools ‘have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.’ However, ‘Sex Education is not compulsory in primary schools.’ (DfE Guidance p23)



- 2.4 In the Senior School, RSE and Health Education are taught during the PSHE programme.
- 2.5 At St Christopher School, we teach RSHE as set out in this policy.

3. Policy Development

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

- 3.1 Review – the RSHE co-ordinator pulled together all the relevant information including relevant national and local guidance
- 3.2 Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- 3.3 Parent/stakeholder consultation – *parents are being invited to attend a workshop to look at the RSHE curriculum in our school*
- 3.4 Pupil consultation – we investigated exactly what pupils want from their RSHE curriculum. In the Senior School, pupil voice is being used to help shape the curriculum to ensure we cover what the pupils identify as areas of need. This is particularly relevant in response to Everyone’s Invited.
- 3.5 Ratification – once amendments were made, the policy was shared with the Governing Board and ratified

4. Definition

- 4.1 Relationships and Health Education and Sex Education is about emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- 4.2 Relationships and Health Education and Sex Education involves a combination of sharing information and exploring issues and values.
- 4.3 Relationships and Health Education and Sex Education is not about the promotion of sexual activity.

5. Curriculum

- 5.1 Our Junior School curriculum is set out as per Appendix 1 which shows our Programme Progression Grid. However, we may need to adapt it as and when necessary to meet the needs of our pupils and our community, or issues that are highlighted nationally.
- 5.2 We have developed the curriculum in consultation with *pupils and staff*, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don’t feel they have to seek answers online or elsewhere.
- 5.3 Primary Sex Education will focus on:
 - Preparing boys and girls for the changes adolescence brings
 - How a baby is conceived and born
- 5.4 For more information about our curriculum, see our Programme Progression Grid in Appendix 1.
- 5.6 Our Senior School RSHE Programme is planned and delivered in our PSHE programme, following the guidance of the PSHE Association, see Appendix 2.



- 5.7 The RSHE curriculum is carefully planned in a sequential manner which provides clear progression from what has been taught in the Junior School.
- 5.8 In the Senior School, RSHE gives young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. This includes:
- What a healthy relationship looks like
 - What makes a good friend, colleague, successful marriage or other type of committed relationship
 - Contraception
 - Developing intimate relationships
 - Resisting pressure to have sex (and not applying pressure)
 - Acceptable and unacceptable behaviour in relationships
 - The positive effects that good relationships have on mental wellbeing
 - How to identify when relationships are not right and how to manage these situations.

6. Delivery of Relationships and Health Education and Sex Education – Junior School

- 6.1 In the Junior School, RSHE is taught as a standalone subject and is separate to PSHE on our class timetables. Biological aspects of RSHE are taught within the Science curriculum as well as in RSHE.
- 6.2 We use the Discovery Education Health and Relationships Programme in order to deliver our RSHE content. It covers the statutory requirements for teaching primary Health Education and Relationships Education from September 2020. It contains lessons for teaching all aspects of the guidelines, including the non-statutory aspects of primary Sex Education.
- 6.3 The programme develops skills and knowledge in a values-based context which enables schools to convey and enhance their own values, learning and behaviour, supporting these whole school approaches to developing pupil wellbeing.
- 6.4 Discovery Education Health and Relationships contains 6 units of work for each year group:
- Healthy and happy friendships
 - Similarities and differences
 - Caring and responsibility
 - Families and committed relationships
 - Healthy bodies, healthy minds
 - Coping with change
- 6.5 These units are taught across the school and the learning varies, deepens and broadens every year.
- 6.6 The DfE divides Relationships Education into these elements; ‘Families and people who care for me,’ ‘Caring friendships,’ ‘Respectful relationships,’ ‘Online relationships’ and ‘Being safe’.
- 6.7 The DfE divides Health Education into these elements; ‘Mental wellbeing,’ ‘Internet safety and harms,’ ‘Physical health and fitness,’ ‘Healthy eating,’ ‘Drugs, alcohol and tobacco,’ ‘Health and prevention,’ ‘Basic first aid’ and ‘Changing adolescent body.’



- 6.8 The tables in Appendices 2 and 3 provide the expected outcomes for each of these elements and also show how the Discovery Education units of work marry up to this DfE statutory guidance.
- 6.9 We allocate 30 minutes to RSHE each week (on top of 30 minutes allocated to PSHE) in order to teach the knowledge and skills in a developmental and age-appropriate way.
- 6.10 These explicit lessons are reinforced and enhanced in many ways, such as Morning Talks, circle time, praise and reward systems, through relationships child to child, adult to child and adult to adult across the school etc. We aim to 'live' what is learnt and apply it to everyday situations in the school community.
- 6.11 Class teachers deliver the weekly lessons to their own classes.

7. Delivery of Relationships and Health Education and Sex Education – Senior School

- 7.1 In the Senior School, RSHE is taught through our PSHE programme in dedicated lessons, once a week from I Group (Year 7) through to Lower Sixth (Year 12).
- 7.2 Sex Education, including Reproduction and Menstruation, is also taught through Science lessons in I Group (Year 7) and again in V Group (Year 11).
- 7.3 Pupils are taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. Effort is made to ensure that content is relevant to our pupils and their developing sexuality.
- 7.4 RSHE is delivered by the Director of PSHE and other members of the SLT or Pastoral Team who receive regularly updated training on the safe and appropriate way to teach about sex and relationships, following the guidance of the PSHE Association.
- 7.5 Pupils and Parents are given advance notice of what RSHE topics will be taught and when so that opportunities for dialogue can be made beforehand to alleviate any concerns about the delivery of Sex and Relationships Education.
- 7.6 The DfE state clearly what content should be delivered by the end of secondary school in the document: Relationships Education, Relationships and Sex Education (RSE) and Health Education and this can be found below in appendix 4.

8. Roles and Responsibilities

- 8.1 The Governing Board: The Governing Board will approve the RSHE policy.
- 8.2 The Head: The Head is responsible for ensuring that RSHE is taught consistently across the Junior and Senior School, and for managing requests to withdraw pupils from non-statutory/non-science components of RSHE.
- 8.3 Staff: Staff are responsible for:
- Delivering RSHE in a sensitive way
 - Modelling positive attitudes to RSHE
 - Monitoring 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 RSHE
 - Making pupils aware that if anything that is said during these sessions raises any concerns about themselves or about someone they know, they should talk to a trusted member of staff about it

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



- 8.4 Pupils: Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

9. Parents' Right to Withdraw

- 9.1 Parents do not have the right to withdraw their children from Relationships and Health Education, as required by the statutory guidance document, 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'.
- 9.2 Parents do have the right to withdraw their children from the non-statutory/non-science components of Sex Education within RSHE.
- 9.3 'Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education.' (DfE Guidance p17)
- 9.4 The school will discuss the right to withdraw application with the family with the view to alleviate any concerns they may have about the content or delivery of sex education. Once these conversations have taken place, the school will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After 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.
- 9.5 If a pupil is excused from sex education, we will ensure that they receive appropriate and purposeful education during the period of withdrawal.

10. Training

- 10.1 Staff are trained on the delivery of RSHE as part of continuous professional development. Training might include support in how to respond to pupils where their understanding goes beyond that of the planned unit of work and also how to deal with difficult questions.
- 10.2 The Head will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.
- 10.3 The Director of PSHE actively seeks to keep updated on PSHE and RSHE and cascades their professional development with other members of staff. Opportunities for training are regularly shared with teaching and support staff to ensure we are able to deliver up to date and timely lessons about sex and relationships.

11. Monitoring Arrangements

- 11.1 The Director of PSHE oversees the planning, delivery and monitoring of PSHE and RSHE across the Senior and Junior school. The delivery of RSHE further is monitored by the RSHE co-ordinator in the Junior School.
- 11.2 The effectiveness of the aims, content and methods in promoting pupils' learning will be assessed through learning walks, book/folder scrutiny and pupil voice.
- 11.3 The effectiveness of the RSHE programme will be evaluated by assessing children's learning and implementing change if required.
- 11.4 Pupils development in RSHE will be monitored by class teachers as part of our internal assessment systems.
- 11.5 The policy will be reviewed annually, or sooner if necessary, and at every review, the policy will be approved by the Governing Board.



12. Safeguarding

- 12.1 Safeguarding awareness is paramount in the delivery of RSHE and all teachers are regularly made aware of Keeping Children Safe in Education (KCSIE) during Conference Days and staff meetings.
- 12.2 KCSIE is clear that all staff should know what to do if a child discloses to them by following school procedures, that is to speak to the DSL and report using MyConcern.
- 12.3 In providing children with an understanding of healthy relationships and appropriate boundaries, we consider RSHE to be an important part of our school's approach to safeguarding. Teachers are aware that effective RSHE teaching and learning, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. These matters will be taken seriously and safeguarding procedures will be followed immediately.

13. Inclusivity, Special Educational Needs and Learning Difficulties

- 13.1 Our pupils have different needs based on their emotional and physical development, life experiences, and learning differences, but we aim to ensure that all pupils are included in RSHE. Teachers will plan and deliver work in a variety of ways and adapt the lesson plans and resources as necessary, in order to meet the needs of individual pupils with SEN or learning differences. We focus on activities that increase a pupil's assertiveness, communication and relationship skills, their self-esteem and understanding.
- 13.2 Schools, like all public institutions, have specific responsibilities in relation to equality and protected characteristics. Planning and resources are reviewed to ensure they comply with equalities legislation and the school's equal opportunities policy. All RSHE is taught without bias and in line with legal responsibilities such as those contained within the Equality Act 2010. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions. The personal beliefs and attitudes of staff delivering RSHE will not influence the teaching of the subject in school. In our school, we seek to embrace the diverse nature of our community. We aim to value and celebrate religious, ethnic and cultural diversity as part of modern Britain. We will explore different cultural beliefs and values and encourage activities that challenge stereotypes and discrimination and present children with accurate information based on the law. We will use a range of teaching materials and resources that reflect the diversity of our community and encourage a sense of inclusiveness. We do not use RSHE as a means of promoting any form of sexual orientation.

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Director of PSHE

and

Katie Wright
Head of the Junior School

Reviewed: October 2022

Next review: *May 2024*

Appendix 1: Programme Progression Grid

Programme progression



HEALTH AND RELATIONSHIPS

	Healthy and happy friendships	Similarities and differences	Caring and responsibility	Families and committed relationships	Healthy bodies, healthy minds	Coping with change
Y1	Forming friendships and how kind or unkind behaviours impact other people.	Similarities and differences between people and how to respect and celebrate these.	Identifying who our special people are and how they keep us safe.	What a family is (including difference and diversity between families), and why families are important and special.	Our bodies and the amazing things they can do. Learning the correct names for different body parts.	Growing from young to old and how we have changed since we were born.
Y2	Understanding what makes a happy friendship. Recognising personal boundaries and safe/unsafe situations.	Exploring different strengths and abilities. Understanding and challenging stereotypes.	The different communities and groups we belong to and how we help and support one another within these.	The different people in our families, and how families vary.	Ways to stay healthy, including safe and unsafe use of household products and medicines.	Exploring how our bodies and needs change as we grow older. Aspirations and goal setting.
Y3	Being a good friend and respecting personal space. Strategies for resilience.	Respecting and valuing differences. Shared values of communities.	Our responsibilities and ways we can care and show respect for others.	Different types of committed relationships and the basic characteristics of these.	Maintaining physical and mental wellbeing, through healthy eating, sleep and keeping clean.	Coping with feelings around the changes in our lives.
Y4	Solving friendship difficulties. How to act if someone invades your privacy or personal boundaries.	Identity and diversity. Seeing different perspectives and not making judgements based on appearance.	Rights and responsibilities within families and wider society, including the UN Convention on the Rights of the Child.	The range of relationships we experience in our everyday lives. How to understand the differences between types of relationships we encounter.	Influences on our health and wellbeing, including friends, family and media, and awareness of how these can affect personal health choices.	How our bodies change as we enter puberty, including hygiene needs and menstruation.
Y5	Identity and peer pressure off- and online. Positive emotional health and wellbeing.	Celebrating strengths, setting goals and keeping ourselves safe online.	How our care needs change and the effects of loneliness and isolation. Ways in which we can show care in the community.	The characteristics of healthy, positive and committed relationships, and how these develop as people grow older.	Our unique bodies and self-acceptance - valuing our bodies and minds; lifestyle habits (including alcohol, tobacco and drugs) and their effects on wellbeing.	How puberty changes can affect our emotions and ways to manage this; questions about puberty and change.
Y6	How relationships evolve as we grow, including when transitioning to secondary school. How to cope with a wider range of emotions.	Identity and behaviour online and offline. Reflecting on how people feel when they don't 'fit in'.	How we can take more responsibility for self-care and who cares for us as we grow older, including at secondary school.	Human reproduction, including different ways to start a family.*	Being the healthiest me: ongoing self-care of bodies and minds, including ways to prevent and manage mental ill-health.	Ways to manage the increasing responsibilities and emotional effects of life changes.





Appendix 2:

	Spring 1: Relationships 1	Summer 1: Relationships 2
I Group	Diversity Diversity, Prejudice and Bullying	Building Relationships Self-worth, romance and friendships (including online) and relationship boundaries
II Group	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	Identity and Relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception
III Group	Respectful Relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	Intimate Relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography
IV Group	Healthy Relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	Addressing Extremism and Radicalisation Communities, belonging and challenging extremism
V Group	Communication in Relationships Personal Values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships
Lower Sixth	Diversity and Inclusion Living in a diverse society Challenging prejudice and discrimination	Respectful Relationships Consent, assertive communication, positive relationships, recognising abuse, contraception and sexual health, fertility, pregnancy.



Appendix 3: Relationships Education

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

The guidance states that, by the end of primary:

	Children should know:	How Discovery Education Health and Relationships provides the solution:
Families and people who care for me	<ul style="list-style-type: none"> • 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 	<p>All of these aspects are covered in lessons within the units:</p> <ul style="list-style-type: none"> • Healthy and happy friendships • Caring and responsibility • Families and committed relationships
Caring friendships	<ul style="list-style-type: none"> • 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 	<p>All of these aspects are covered in lessons within the units:</p> <ul style="list-style-type: none"> • Healthy and happy friendships • Caring and responsibility • Families and committed relationships



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Respectful relationships</p>	<ul style="list-style-type: none"> • 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 	<p>All of these aspects are covered in lessons within the units:</p> <ul style="list-style-type: none"> • Healthy and happy friendships • Similarities and differences • Caring and responsibility • Families and committed relationships
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Online relationships</p>	<ul style="list-style-type: none"> • 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 	<p>All of these aspects are covered in lessons within the units:</p> <ul style="list-style-type: none"> • Healthy and happy friendships • Similarities and differences
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Being safe</p>	<ul style="list-style-type: none"> • 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, for example family, school or other sources 	<p>All of these aspects are covered in lessons within the units:</p> <ul style="list-style-type: none"> • Healthy and happy friendships • Similarities and differences • Caring and responsibility • Healthy bodies, healthy minds • Coping with change



Appendix 4: Physical Health and Mental Well Being

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health. The guidance states that, by the end of primary:

	Children should know:	How Discovery Education Health and Relationships provides the solution:
Mental wellbeing	<ul style="list-style-type: none"> • 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 	<p>All of these aspects are covered in lessons within the units:</p> <ul style="list-style-type: none"> • Healthy and happy friendships • Similarities and differences • Caring and responsibility • Healthy bodies, healthy minds • Coping with change



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Internet safety and harms</p>	<ul style="list-style-type: none"> • 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 	<p>All of these aspects are covered in lessons within the units:</p> <ul style="list-style-type: none"> • Healthy and happy friendships • Similarities and differences
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Physical health and fitness</p>	<ul style="list-style-type: none"> • 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 	<p>All of these aspects are covered in lessons within the units:</p> <ul style="list-style-type: none"> • Healthy bodies, healthy minds
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Healthy eating</p>	<ul style="list-style-type: none"> • 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) 	<p>All of these aspects are covered in lessons within the units:</p> <ul style="list-style-type: none"> • Healthy bodies, healthy minds



Drugs, alcohol and tobacco	<ul style="list-style-type: none"> the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking 	<p>All of these aspects are covered in lessons within the units:</p> <ul style="list-style-type: none"> Healthy bodies, healthy minds
Health and prevention	<ul style="list-style-type: none"> 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 	<p>All of these aspects are covered in lessons within the units:</p> <ul style="list-style-type: none"> Healthy bodies, healthy minds
Basic first aid	<ul style="list-style-type: none"> 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 	<p>All of these aspects are covered in lessons within the units:</p> <ul style="list-style-type: none"> Caring and responsibility Healthy bodies, healthy minds
Changing adolescent body	<ul style="list-style-type: none"> 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 	<p>All of these aspects are covered in lessons within the units:</p> <ul style="list-style-type: none"> Healthy bodies, healthy minds Coping with change



Appendix 5:

By the end of secondary school:

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

<p>Families</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.
<p>Respectful relationships, including friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.



	<ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know</p>



	<ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.



Appendix 5: Associated Documents and Links

- DfE Guidance <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>
- Child Protection and Safeguarding Policy
- Curriculum Policy – Promoting British Values, Prevent Duty
- Behaviour Policy
- Data Protection Policy
- E-Safety and Cyberbullying Policy
- Anti-Bullying Policy
- PSHE Policies – Junior and Senior School
- Science Curriculum and Policy