

Trust Policy

**Relationships, Sex and Health
Education (RSHE) Policy
(Secondary)**

Approver: Trustees
Review Cycle: Biennial

Revision History			
Date	Version	Short Description of Changes	Approved by:
May 23	V1.0	Policy adopted	EEC

This Policy Applies To:
Secondary Schools

Document Management Information

Applicable to:	All Trust Secondary schools at KS3&4 This does not apply to KS5 delivery
Development and Consultation:	This policy has been produced collaboratively across the Trust in consultation with school leaders, PSHE leads and Teachers. The policy reflects the expectations of statutory guidance and model policies. Parents and carers will be consulted about the policy and given time to provide feedback to the Trust about the policy and its delivery.
Dissemination:	Made available on the Trust website and staff hub, paper copies available from school offices upon request. Staff in Secondary schools will be asked to confirm they have read and signed this via SendMy
Implementation:	As part of curriculum offer
Training:	Organised by school CPD leads with support and guidance from the Director of Personal Development upon request
Review Frequency:	Biennial
Based on:	OGAT RSHE Policy Secondary– v3
Policy Author:	Director of PD
Executive Policy Owner:	Director of Learning
Approval by:	Education Effectiveness Committee
Version	1.0
Approval Date:	5 May 2023
Next Review Due:	May 2025

If you require this policy in a more accessible format please contact the Trust Compliance Officer on compliance@coastandvale.academy

Executive summary text for current policy version:

This policy outlines the expectations of secondary schools within the Trust in relation to the teaching of RSHE and the inclusion of students with SEND, disadvantaged students and other vulnerable cohorts within the curriculum offer. The Policy enables effective provision to meet safeguarding and wellbeing needs in respect of the DfE statutory RSHE guidance, updated Sept 2021.

Curriculum maps are not explicitly referenced within the policy to ensure the flexibility of schools to adapt to emerging and contextual safeguarding and wellbeing concerns. Curriculum content and maps are linked via digital connections to enable access to school's current curriculum sequencing.

Contents

1	Introduction.....	4
2	Aims.....	4
3	Context, including national and local policy and legislation	4
4	National Curriculum	5
5	Roles and Responsibilities.....	5
5.1	Trustees	5
5.2	Director of Learning.....	5
5.3	Director of Personal Development	5
5.4	Headteachers.....	5
5.5	Curriculum Leader – Personal Development	6
5.6	School DSL	6
5.7	Classroom Teacher.....	6
6	Programme Delivery	6
7	Learning environment and expectations: Creating an inclusive classroom.....	7
8	Safeguarding and Child Protection	8
8.3	Answering questions	8
9	Working with visitors and other external agencies	8
10	Inclusion and equal opportunities	9
10.4	Learners with special educational needs and disabilities (SEND).....	9
10.5	LGBTQ+.....	10
11	Parents/Carers.....	10
12	The Right to Withdraw	10
13	Links to other policies	11
14	Further Information	11
14.1	Complaints	11
14.2	Policy	12
15	Location and dissemination	12
16	Equality Impact Statement.....	12
	Appendix 1: Relationships and Sex Education Content (Primary).....	13
	Physical health and mental wellbeing (Primary).....	15
	Appendix 2: Relationships and Sex Education Content (Secondary).....	18
	Physical health and mental wellbeing Content (Secondary)	21

1 Introduction

- 1.1 Coast and Vale Learning Trust (the Trust) is aware that 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.

2 Aims

- 2.1 The Trust's policy for secondary schools will provide clear progression from what is taught in primary schools in Relationships Education and Health Education (Appendix 1). Our approach to Relationships and Sex Education and Health Education (RSHE), consists of a comprehensive and developmental programme of teaching and learning, which is delivered in a context where the health and wellbeing of learners and of the whole school community are actively promoted.
- 2.2 The Relationships and Sex Education and Health Education programmes delivered by individual schools support learners to develop the knowledge, understanding and skills they need to live confident, healthy, independent lives now and in the future, as individuals, parents/carers, workers and to function as responsible members of society.
- 2.3 Relationships and Sex Education and Health Education is embedded within the wider learning and experience offered by the school to allow learners to experience positive relationships with adults and each other while feeling valued and ensures that those who are most vulnerable are identified and supported appropriately. Learners engage with a wide range of activities and experiences across and beyond the academic curriculum, contributing fully to the life of their school and community.

3 Context, including national and local policy and legislation

- 3.1 This policy supports a whole school approach to RSHE in the curriculum. It is consistent with current legislative frameworks and statutory guidance. The focus is on building on the knowledge gained in primary education and developing learner's knowledge and understanding of health, risks posed by drugs and alcohol and introducing knowledge about intimate relationships and sex. Alongside this, learners learn about mental wellbeing, it's importance and how to seek help. Finally, there is also a keen focus on developing learner's knowledge and awareness of online safety and risks.
- 3.2 At the Trust we believe that effective Relationships and Sex Education (RSE) is essential to enable young people to make responsible and well informed decisions about their lives. Relationships and Sex Education alongside all aspects of Health Education should not be delivered in isolation, but instead should be firmly rooted within the curriculum of the whole school and its wider functions and life. This enables learners to understand the vital role of this

POLY080 - RSHE Policy (Secondary) - v1.0			Organisation: Coast and Vale Learning Trust	Page 4 of 22
Date: 02/05/2023	Version: v1.0	Review Date: May 25		

learning and reflects the Trust's desire to raise standards and expectations for all.

- 3.3 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 and Sex Education (RSE) compulsory for all learners receiving secondary education. They also make Health Education compulsory in all schools except independent schools¹.

4 National Curriculum

- 4.1 The National Curriculum states that all schools must provide a curriculum that is broadly based, balanced and meets the needs of all learners. It must also:
- Promote the spiritual, moral, cultural, mental and physical development of learners at the school and of society,
 - Prepare learners at the school for the opportunities, responsibilities and experiences of later life.
- 4.2 Relationships and Sex Education and Health Education complement several national curriculum subjects, and opportunities are identified to draw links between the subjects and integrate teaching where appropriate.

5 Roles and Responsibilities

5.1 Trustees

- 5.1.1 Approve the policy and ensure it is implemented

5.2 Director of Learning

- 5.2.1 Senior leader responsible for the policy
- 5.2.2 Ensure the Headteachers are delivering against this policy

5.3 Director of Personal Development

- 5.3.1 Developing Trust wide RSHE Policy
- 5.3.2 Ensuring compliance against this policy
- 5.3.3 Offering quality assurance to school at their discretion

5.4 Headteachers

- 5.4.1 Ensuring the policy is properly implemented

¹ [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education. Statutory guidance for governing bodies, Designated Safeguarding Leads, proprietors, head teachers, senior leadership teams, teachers, Department for Education, June 2019](#)

5.4.2 There is a member of staff who is responsible for Personal Development

5.5 Curriculum Leader – Personal Development

5.5.1 For ensuring that lesson content supports this policy

5.5.2 Communicating the policy with parents

5.5.3 Ensuring that external visitors are aware of this policy and understand how their delivery supports this

5.5.4 Providing quality assurance to the Headteacher that this policy is being fully embedded across the curriculum offer

5.6 School DSL

5.6.1 To report safeguarding concerns on to the curriculum leader for PD so that relevant themes can be picked up in class

5.7 Classroom Teacher

5.7.1 Ensuring that the themes of this policy are picked up as part of lesson planning where this is relevant

6 Programme Delivery

6.1 All secondary schools within the Trust will deliver the content set out in Appendix 2 in the context of a broad and balanced curriculum. Effective teaching will ensure that core knowledge is broken down into units of manageable size and communicated clearly to learners. In a carefully sequenced way, within a planned programme of lessons. Teaching will include sufficient well-chosen opportunities and contexts for learners to practise applying and embedding new knowledge so that it can be used skilfully and confidently in real life situations.

6.2 Each school will tailor their provision to the needs of their learners, individual programmes will vary, however examples of delivery may include.

- Tutor Groups and related pastoral programme
- Assemblies
- Life
- Whole school focuses or initiatives
- Small group sessions
- External speakers, dramas and agencies
- Interactive workshops
- Health care professionals

- Other curriculum delivery such as; science, RE, ICT and food technology, PE etc.

7 Learning environment and expectations: Creating an inclusive classroom

7.1 Teachers are careful to ensure their personal beliefs and attitudes do not influence the teaching of Relationships and Sex Education and Health Education and to ensure learners receive factual, unbiased information.

7.2 Relationships and Sex Education and Health Education addresses topics which some learners may find uncomfortable, therefore it is key that learners are mindful of the things that they say and the impact that their words may have on others. They will have opportunities to develop this skill along with the ability to communicate in a mature and thoughtful manner and listen carefully and without judgement to others. Teachers will actively promote the use of caution before talking and remind learners frequently of the impact their words may have on others.

7.3 To ensure learners feel comfortable in learning, staff will create a safe and structured environment to minimise the chance of feeling embarrassed or anxious about content covered. This is further supported by teachers building effective and mutually respectful relationships with learners and our Behaviour Policy, which promotes the development of learners to thrive. Staff delivering RSHE will be supported with guidance and access to relevant training and shared resources. The culmination of these strategies means that there is a reduction in the possibility of inappropriate behaviour which could make other learners feel uncomfortable and therefore negatively impact their learning, along with a reduction in the possibility of sharing inappropriate personal information. Where this does happen, all discourses are dealt with in line with our Safeguarding policy.

7.4 We recognise that an interactive approach to Relationships and Sex Education and Health Education will support the holistic development of our learners and engage them in learning. We also recognise the vital importance of ensuring that signposting where help and support can be sought by learners to ensure their safety and development.

7.5 We acknowledge that learners and staff may take part in times of religious observance which may impact on how fully they feel they can engage with some of this learning. Schools should regularly consider the religious and cultural diversity in their school community and adapt their delivery accordingly. For example it could be beneficial to consider the placement of 'Intimate and sexual relationships, including sexual health' in the curriculum and change the time of delivery of this so as to not conflict with the month of Ramadan.

8 Safeguarding and Child Protection

8.1 The nature of Relationships and Sex Education and Health Education means that learners may disclose personal information that teachers will respond to appropriately. The classroom is never a confidential place to talk and learners will be reminded of this. Learners will also be reminded that lessons are not a place to discuss their personal experiences and issues, or to ask others to do so. Any visitor to the school delivering aspects of RSHE will be bound by the Trust's policy on confidentiality, regardless of whether they have, or their organisation has, a different policy (unless the organisation's policy matches the expectations of our own). We will make sure visitors delivering RSHE are aware of this, and make sure there are enough opportunities for learners to access confidential support if they need it.

8.2 **Any information disclosed to a teacher, member of staff or other responsible adult, which causes concern about the learner's safety, will be communicated to the Designated Safeguarding Lead as soon as possible, in line with our Safeguarding and Child Protection policy.** Relationships and Sex Education and Health Education plays a very important part in fulfilling the statutory duties all schools have to meet and this RSHE policy is closely aligned to the school's safeguarding policy.

8.3 **All adults involved in Relationships, Sex and Health Education delivery need to be aware of the pastoral system and safeguarding arrangements in place.**

8.4 Answering questions

8.4.1 We acknowledge that sensitive and potentially difficult issues will arise in Relationships and Sex Education and Health Education as learners will naturally share information and seek answers. When spontaneous discussion arises, it is guided to support both the effective and safe discussion of issues and also to protect vulnerable learners and those who feel uncomfortable. Teachers aim to answer questions arising during contact time, and where these go beyond teacher knowledge we acknowledge the importance of accurate information for learners, and so may seek further guidance and support ourselves before answering. Teachers will never answer questions of a personal nature, nor give opinions or biased information. Questions will always be answered with age appropriate information and where there is concern about what is age appropriate teachers will seek further guidance from the Head of Life/ Designated Safeguarding Leads. Questions may be referred to parents/carers if it is not appropriate to answer them in school or if they raise concerns. **Where a question or comment from a learner indicates the possibility of abuse or risk of harm, teachers will pass this information to the Designated Safeguarding Lead in line with Trust and school policy and procedures.**

9 Working with visitors and other external agencies

9.1 Primarily, lessons will be delivered by class teachers who know learners best, and who have developed strong relationships as well as being aware of

POLY080 - RSHE Policy (Secondary) - v1.0			Organisation: Coast and Vale Learning Trust	Page 8 of 22
Date: 02/05/2023	Version: v1.0	Review Date: May 25		

individual needs. However, when appropriate, we may use visitors from external agencies or members of the community to support the delivery of Relationships and Sex Education and Health Education. When visitors are used to support the programme, the school's policy on the use of visitors will be used. A member of school staff will be present throughout these sessions. Visitors will be given a copy of this policy, and any other relevant policies, and expected to comply with the guidelines outlined within it.

- 9.2 Schools are responsible for ensuring that speakers, tools and resources 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.
- 9.3 Before involving visitors in any aspect of Relationships and Sex Education and Health Education, the school will ensure that:
- the visitor understands the Trust's confidentiality policy, values and approach to the educational programme
 - there is appropriate planning, preparatory and follow up work for the sessions
 - Any material bought into school by a visitor must be shared and approved with staff prior to the visit and be available to parents
 - the visitor understands the emotional, intellectual, cultural, religious, social and ability level of the learners involved, including where there may be a specific issue relating to child protection

10 Inclusion and equal opportunities

- 10.1 All learners, whatever their experience, background and identity, are entitled to quality Relationships and Sex Education and Health Education that builds their confidence, a positive sense of self, and knowledge to stay healthy. All classes include learners with different abilities and aptitudes, experiences and religious/cultural backgrounds, gender and sexual identities. To encourage learners to participate in delivery, teachers will ensure content, approach, and the use of inclusive language to reflect the diversity of the school community and wider world, and help every learner to feel valued and included in the classroom.
- 10.2 Care and guidance underpins all aspects of our inclusive provision assisting our learners to enjoy their education, feel valued and develop both academically and personally. Should learners experience barriers to their learning be they academic, physical, emotional or social we promptly intervene to support their access to this curriculum and its enjoyment.
- 10.3 Relationships and Sex Education and Health Education is an important vehicle for addressing both multicultural and gender issues and ensuring equal opportunities for all.
- 10.4 Learners with special educational needs and disabilities (SEND)

POLY080 - RSHE Policy (Secondary) - v1.0			Organisation: Coast and Vale Learning Trust	Page 9 of 22
Date: 02/05/2023	Version: v1.0	Review Date: May 25		

10.4.1 Relationships and Sex Education and Health Education will be accessible for all learners. High quality teaching is differentiated and personalised, this is the starting point to ensure accessibility for all learners. Schools will also be mindful of preparing learners for adulthood outcomes as set out in the SEND code of practice, when preparing these subjects for learners with SEND. The Trust is aware that some learners are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships and Sex Education and Health Education can also be a priority for some learners, for example some with Social, Emotional and Mental Health Needs or learning disabilities. For some learners there may be a need to tailor content and delivery to their individual needs, and may be achieved through other methods of delivery such as small group work or external providers.

10.5 LGBTQ+

10.5.1 As a Trust we recognise the importance of an inclusive curriculum for Relationships and Sex Education and Health Education and the need to appropriately meet the needs of all learners equally and with respect. In the Equality Act 2010 sexual orientation and gender reassignment are amongst protected characteristics. It is unlawful to discriminate against someone because of their sex, race, disability, religion or belief, sexual orientation or gender reassignment or because they are associated with someone of protected characteristics.

10.5.2 The delivery of this content is fully integrated within the Relationships and Sex Education and Health Education programme through methods such as the use of a range of gender terms and relationship make ups used in content. Schools may also choose to deliver supporting content such as the history of LGBTQ+ rights in a way which is relevant to the needs of their learners.

11 **Parents/Carers**

11.1 The school recognises the key role that parents/carers fulfil in supporting their children through their personal development and the emotional and physical aspects of becoming young adults. Therefore, we always seek to work in partnership with parents/carers when planning and delivering Relationships and Sex Education and Health Education. We will keep parents/carers informed about all aspects of this curriculum and provide access to resources and information being used in class and do everything to ensure that parents/carers are comfortable with the education provided to their children in our schools. All material shared with learners will be available to parents/carers and can be access on our website here: <https://www.coastandvale.academy/our-schools/relationships-sex-and-health-education-rshe-curriculum/>.

12 **The Right to Withdraw**

12.1 While we recognise the vital importance of the content delivered through Relationships and Sex Education and Health Education, we also recognise the parental right to request that their child be withdrawn from some or all

POLY080 - RSHE Policy (Secondary) - v1.0			Organisation: Coast and Vale Learning Trust	Page 10 of 22
Date: 02/05/2023	Version: v1.0	Review Date: May 25		

aspects of the delivery of Sex Education. The remaining content covered through Relationships Education and Health Education remains statutory and therefore there is no right to withdraw from this provision.

- 12.2 Any parent wishing to discuss the withdrawal of their child from Sex Education should contact their school directly. The Headteacher and Head of Life will invite parents for a detailed discussion about the curriculum delivered in Sex Education and to ensure they understand the nature and purpose of such delivery, along with the possible impact this withdrawal may have on the social and emotional wellbeing of their child, and the likelihood they will hear what has been covered from peers, and that this opens up the possibility of inaccurate information.
- 12.3 Where a parent makes the decision to remove their child from Sex Education and this is granted the school will ensure that during this curriculum time the learner receives appropriate education.
- 12.4 Once a learner is within three terms of turning 16 they have the right to ask to take part in Sex Education rather than being withdrawn. If they have already missed Sex Education provided earlier in the school curriculum the school will make arrangements to provide the child with Sex Education.

13 Links to other policies

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

- Child Safeguarding Policy
- Equality and Diversity Policy
- E-Safety Policy
- SEND Policy
- Anti-bullying Policy
- Health & Safety
- Alcohol, Tobacco and Drugs Policy

13.2 This policy also links to wider aspects of our curriculum such as the teaching of tolerance and acceptance through Fundamental British Values and citizenship etc.

14 Further Information

14.1 Complaints

14.1.1 Parents/carers who have complaints or concerns regarding the Relationships, Sex and Health Education provision should contact the school

POLY080 - RSHE Policy (Secondary) - v1.0			Organisation: Coast and	Page
Date: 02/05/2023	Version: v1.0	Review Date: May 25	Vale Learning Trust	11 of 22

to discuss their concerns and if necessary, follow the Trust's complaints procedure

14.2 Policy

1.1.1 This policy supports a range of the Trust policies including:

- Trust and School Child Protection Policies
- Equality Policy
- Trust and School SEND Policies
- Respect Agenda

14.2.1 The Trust is committed to embedding a culture of preventative safeguarding through strong and responsive RSHE Curriculum and other policies that supports this.

15 **Location and dissemination**

15.1 A copy of the policy can be found on the Trust website. You can also request a physical copy of the policy from the school.

16 **Equality Impact Statement**

16.1 All of our schools are committed to advancing and achieving equality of opportunity for all learners, parents /carers / associated persons, staff, governors and visitors. We believe that all people are of equal value and are entitled to equality of opportunity and that our diversity enriches our community.

POLY080 - RSHE Policy (Secondary) - v1.0			Organisation: Coast and Vale Learning Trust	Page 12 of 22
Date: 02/05/2023	Version: v1.0	Review Date: May 25		

Appendix 1: Relationships and Sex Education Content (Primary)²

By the end of primary school:

<p>Families and people who care for me</p>	<p>Pupils should know:</p> <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>Caring friendships</p>	<p>Pupils should know:</p> <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>Respectful relationships</p>	<p>Pupils should know:</p>

² [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education. Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, Department for Education, June 2019](#)

	<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>Online relationships</p>	<p>Pupils should know:</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>Being safe</p>	<p>Pupils should know:</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.

	<ul style="list-style-type: none"> • 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.
--	--

Physical health and mental wellbeing (Primary)

Mental wellbeing	<p>Pupils should know:</p> <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.
Internet safety and harms	<p>Pupils should know:</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

	<p>the impact of positive and negative content online on their own and others' mental and physical wellbeing.</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know:</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.
Healthy eating	<p>Pupils should know:</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).
Drugs, alcohol and tobacco	<p>Pupils should know:</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Pupils should know:</p> <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.

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

Appendix 2: Relationships and Sex Education Content (Secondary)³

Schools within the Trust will continue to develop knowledge on topics specified for primary schools (Appendix 1) 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 and civil partnerships are, including their legal status e.g. that marriage and civil partnerships carry 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 the raising of children. • how to: determine whether peers, 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 (both on and offline) including: trust, respect, honesty, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. • 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 tolerance and respect to others and others' beliefs, including people in positions of authority.

³ [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education. Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, Department for Education, June 2019](#)

	<ul style="list-style-type: none"> • 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 online and offline. • 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 often 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 against the law. • 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 and domestic abuse 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 (on and offline).
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.

	<ul style="list-style-type: none"> • 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.
The Law	<p>Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:</p> <ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none"> • criminal exploitation (for example, through gang involvement or ‘county lines’ drugs operations) • hate crime • female genital mutilation (FGM)
--	---

Physical health and mental wellbeing Content (Secondary)

Mental wellbeing	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know:</p> <ul style="list-style-type: none"> • the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. • the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health. • about the science relating to blood, organ and stem cell donation
Healthy eating	<p>Pupils should know:</p>

	<ul style="list-style-type: none"> • how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
Drugs, alcohol and tobacco	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know:</p> <ul style="list-style-type: none"> • about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. • about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. • (late secondary) the benefits of regular self-examination and screening. the facts and science relating to immunisation and vaccination. • the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.
Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> • basic treatment for common injuries. • life-saving skills, including how to administer CPR. • the purpose of defibrillators and when one might be needed
Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none"> • key facts about puberty, the changing adolescent body and menstrual wellbeing. • the main changes which take place in males and females, and the implications for emotional and physical health.