BENSHAM MANOR
School

Relationships, Sex and Health Education (RSHE) Policy

Last reviewed: May 2021

This policy is reviewed annually.

INTRODUCTION

This policy covers the teaching of Relationships and Sex Education in our school. It also covers Health Education. These subjects are statutory (this means that the school has a legal duty to deliver them) from September 2020.

We define **Relationships education** as teaching students about positive relationships, with a focus on friendships, family relationships, and relationships with other students and with adults.

Students will be taught about what a relationship is, what friendship is, what family means and who the people are who can support them. Building on primary education, students will be taught about different kinds of relationship, including intimate and sexual relationships; how to recognise when a relationship is harmful or unhealthy; about physical, sexual and emotional health; and about how to manage their online lives. Learning will reflect the fact that families can take many forms, and will be sensitive to the varied backgrounds that students may come from and the lifestyles they may have (for instance if they are in foster care or are young carers). The lead PSHCE teacher will take care that students are not stigmatised due to their home circumstances.

Students will also learn about the differences between appropriate and inappropriate or unsafe contact, whether this is physical or online. Students will learn about positive emotional wellbeing, as well as how to recognise when they are at risk or abuse and exploitation. We will ensure that students know how to seek help if they feel they need to.

Relationships education will reflect the way that many students spend time online. They will learn about how to recognise unsafe behaviours online, such as the sharing of images, the impact of pornography, and responding to contact from other people.

The **sex education** element of this part of the curriculum will look at topics such as contraception, the facts around pregnancy, sexual health and how lifestyle choices can affect fertility. Its aim is to ensure that students enjoy happy, consensual sexual lives in a way that safeguards their health and wellbeing.

Health education aims to teach students to understand physical and emotional wellbeing so they can make good decisions about their health. It will allow them to recognise what is normal for them and when to seek help. Students will learn how physical and emotional health are linked and can affect each other. They will learn about sexually transmitted infections, substance misuse, and the facts about pregnancy and parenthood.

Students will learn about ways to develop their self-control and their abilities to make decisions. They will be taught about ways to respond positively to setbacks or challenges. They will also be helped to overcome prejudice and stigma around health issues, especially those connected with mental health.

Students will learn about menstruation, and girls will be helped to manage their periods.

Many aspects of this curriculum overlap and a single topic can cover elements of relationships, health and sex education.

A full list of the topics covered in both primary and secondary education are shown in the appendix.

AIMS OF THIS POLICY

Although schools have been teaching this kind of lesson for many years, it is only since the Students and Social Work Act of 2017 that there has been a legal requirement for RHSE to be delivered. This means that we need to update our approach and to review the content of our lessons.

1. To adopt a child-centred approach to the teaching of RHSE as part of the PSHCE curriculum through the provision of a safe, secure and comfortable environment in which pupils can begin to comprehend the world around them.
2. To dispel any misconceptions acquired through social media or otherwise, ensuring that pupils at Bensham Manor School will form their own attitudes and opinions and develop healthy and appropriate behaviours towards relationships and sex.
3. To explore a range of attitudes towards gender stereotyping and sexual orientation, whilst not promoting any specific sexual activity or orientation.
4. To enhance a young person's communication skills to allow them to be more assertive, manage conflict and identify signs of an unhealthy relationship. Supporting pupils to seek help as and when required.

The school will:

1. Provide objective, factual information about the human body and its changes, including information about consent, reproduction, contraception and puberty.
2. Start RHSE education at an early age in an appropriate way - promoting personal space, good hygiene and teaching positive relationships to ensure later topics do not present as unfamiliar or uncomfortable.
3. Provide opportunities to discuss moral issues and everyday scenarios to engage with the views and options of others, encouraging empathy skills.
4. Develop pupils' self-esteem and assertiveness skills and increase their awareness of sources of help and support as well as pupils' confidence to use them.
5. Provide factual information concerning this aspect of their development and the Law.
6. Offer opportunities to challenge misconceptions, prejudice and ignorance within an atmosphere of trust and support, free from embarrassment and stigma.
7. Teach RHSE in ability groups, differentiated to the level of understanding of individual pupils.
8. Work in partnership with health professionals, social workers, nurses and mentors to ensure access to appropriate support and advice for the pupils.

WHAT IS RELATIONSHIPS, SEX and HEALTH EDUCATION (RSHE) AT BENSHAM MANOR SCHOOL?

RSHE focuses on understanding the importance of stable and loving relationships, appropriate relationships, safety, respect, love and care for family life. It involves acquiring information, developing skills, understanding and positive attitudes and values. There is no right to withdraw from Relationships and Sex education. Nor is there any right to withdraw from Health education. This is because the topics covered, such as respect, safety and friendships are important if students are to grow up into happy and healthy adults.

Parents of students in secondary schools do have the right to request that their child is withdrawn from sex education that is delivered as part of statutory Relationships and Sex Education. However, from three terms before their 16th birthday, a child can decide for themselves that they want to take part in sex education and in these cases the child's request will be granted. Bensham Manor School will make arrangements for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent. If parents would like to withdraw their child from sex education delivered as part of RHSE, then in the first instance, we would encourage parents / carers to contact the appropriate Key Stage Manager to discuss their concerns, given that the teaching of RSHE is delivered in an appropriate way and focuses on the level of understanding and needs of the individual pupil. If parents/carers still wish for their child to be withdrawn from the lessons then they should make this request in writing to the headteacher, we would also encourage a meeting with the headteacher.

Bensham Manor School is committed to empowering young people with RHSE and will provide parents and carers with information about RHSE lessons. There is no right to withdraw from Relationships Education at Bensham Manor as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

HOW WILL WE DECIDE IF A TOPIC IS AGE APPROPRIATE?

The PSHCE teacher will make a judgement based on the young person and may use appendix 2 where appropriate when selecting a topic or resource to check that it is age-appropriate, whilst also considering the needs of pupils and their understanding.

It may be necessary to deliver a topic earlier than planned in response to our students' needs – for example, if there is a need to respond to local or national events that are causing concern. Similarly, we may need to repeat a lesson with our pupils if we feel that they need more help/ support in understanding it.

MORAL VALUES AND FRAMEWORK

The personal beliefs and attitudes of staff members delivering this aspect of the curriculum will not affect the delivery or content of the lessons in a way that is not compatible with the school ethos. At Bensham Manor School we see knowledge as something to be valued, therefore it is

key that the information is appropriate to the needs, age and ability of a young person. Staff will work within the following framework of expectations:

1. Valuing every young person as an individual.
2. Teaching an understanding of consent (for oneself and others).
3. Understanding of abuse and the exploitation of vulnerable people.
4. A respect for self and others.
5. A culture where we understand and explore the rights and responsibilities of others.
6. Teaching staff will include up to date information, fast responses to any concern and a feeling of safety in expression.
7. An understanding of diversity including religion, culture, sexual orientation, physical and mental ability and social class.
8. An understanding of the key building blocks of any relationship including trust and honesty as a foundation.
9. The significance of marriage and commitment without any stigma towards individuals' home circumstances.
10. Realistic discussion about the effects of early sexual activity and how to seek support should the situation arise.
11. An understanding about choice with regards to partner, parenthood and sexual activity and that those choices carry consequences.

SAFETY AND TRUST

All staff at Bensham Manor have a role to play in creating a safe learning environment for young people, encouraging a sense of security and confidence in all. An emphasis on understanding feelings and emotions will always be integral to learning about physical relationships.

CONFIDENTIALITY

1. RHSE will take part in a secure and supportive environment; however, staff will never guarantee confidentiality where the disclosure compromises the safety and well-being of its pupils. All staff have received safeguarding training and are alert to signs of abuse, exploitation, and neglect. Effective RHSE may bring about disclosures of child protection and all staff are aware of the importance and process of reporting their concerns.
2. Ground rules are agreed prior to any RHSE session to implement boundaries to support in the safe learning environment.
3. Young people will always be informed should the information shared require further attention. Sharing information without consent is only recommended if it is with the best intention and there is a clear risk of significant harm to an individual or others.
4. Although the age of consent is 16, all sexual behaviours involving a pupil at Bensham Manor School will be reported to the Designated Safeguarding Lead (DSL) Mrs K Bryne or one of the Deputy DSLs, Mr M. Keane, Mr R. Barwick and Mr B. Murphy.

RHSE plays a very important part in fulfilling the statutory duties all schools have to meet. RHSE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it.

STRATEGIES

In order to de-sensitize sensitive issues trained staff will use distancing techniques such as creating a character and storyboarding. Bensham Manor School also works closely with nurses from the Community Learning Difficulties Team to identify any health or behaviour issues linking to RHSE.

In answering difficult questions, staff will respond with the agreed values and establish ground rules from the outset. Please note that all topics below are adaptable and changeable depending on the needs of the pupils and can be offered as a specific intervention by the Bensham Manor Wellbeing Team where appropriate.

The school operates a scheme whereby pupils may wish to make a request for contraceptive advice and contraception, subject to their age and ability.

WORKING WITH PARENTS AND CARERS

Parents and carers are key people in:
- Teaching their children about relationships
- Maintaining positive relationships with their young people to ensure an open and honest attitude
- Supporting their children to cope with emotional and physical aspects such as puberty
- Preparing their children for the challenges and responsibilities that come with being an adult
- Engaging and involving staff in any changes in behaviours linked to RHSE.

Monitoring procedures

The teaching of RHSE will be monitored in the following ways:
1. Informal discussions with class staff and parents
2. Lesson observations
3. Observations of behaviours of pupils relating to healthy and safe relationships
4. RHSE planning documents and evaluations

Any safeguarding concerns which arise as a result of the RHSE sessions will be reported to the DSL and any misconceptions a pupil may have will be discussed with the child's parents. Ofsted is required to evaluate and report on the school's spiritual, moral, social and cultural curriculum, which includes the teaching of RHSE. It will also be part of the personal development judgement which will influence judgments about leadership and management.

STAFF TRAINING

Bensham Manor School ensures RHSE/PSHE CPD for staff through:
1. Opportunities for the Subject Lead to undertake any training required to fulfil the position effectively.
2. CPD by trained practitioners to take place for staff involved in teaching the subject
3. Surveys of all staff with regard to RHSE content and support required.

EQUAL OPPORTUNITIES

Bensham Manor School considers the needs of different groups within the school (boys and girls, varying home backgrounds, sexuality, SEN, LAC, faith, ethnicity and culture, as well as other protected characteristics as per the 2010 Equality Act).

Bensham Manor School is sensitive to the needs of all young people, and will not discriminate between different groups. For some young people it may not be culturally appropriate for them to be taught particular areas of the RHSE curriculum in mixed groups – we will discuss this with you. We will deal sensitively with issues of sexual orientation and gender identity, and seek additional support where necessary.

We aim to ensure that all pupils are treated fairly, with no discrimination or bullying on the grounds of gender, race, religion, colour, language, culture, social circumstances, appearance, sexuality, disabilty or ability, etc.

RHSE at Bensham Manor School will be taught in a way that does not subject pupils to discrimination and will ensure that teaching is accessible to all children and young people, including those who identify as lesbian, gay, bisexual or transgender (LGBT). Inclusive RHSE at Bensham Manor School will foster good relations between pupils, tackle all types of prejudice - including homophobia and racism and promote understanding and respect.

RHSE SCHEME OF WORK

The RHSE programme follows the guidelines from the National Curriculum and PSHE Association framework, differentiated to the needs, knowledge, skills and level of understanding of the pupils. Several topics are repeated across year groups, depending on the developmental needs, and understanding of the pupils. The curriculum map is available on the school website. You may also want to refer to Appendix 1 for a list of the topics that we will teach in Relationships and Sex Education and Health Education. The list is taken from the Government guidance on what schools are expected to teach in this part of the curriculum.

Delivery of RHSE programme through:
1. Specialist PSHCE teaching.
2. Drop down days.
3. Extended Tutor time.
4. External agencies used where appropriate to enhance the programme.

Delivery of RHSE throughout the school:
1. Delivery across the curriculum e.g. biological aspects through the Science curriculum and other aspects through English, Drama, History, Geography and as appropriate.
2. Including and compromising but not limited to; quizzes, case studies, research, role-

play, videos, new stories and small group discussion.
3. A wide range of teaching methods can be used to enable pupils to actively participate in their own learning.
4. Embedding within the PSHE Curriculum at a whole school level.
5. Opportunities for each year group in form tutor time.
6. Specific groups or individuals identified
7. Enhanced collapsed timetable days.

Assessment
Teaching and learning of RHSE will be assessed by:
1. Pupil self-assessment
2. Assessment for Learning
3. Teacher assessment
4. Peer assessment

Monitoring
The RHSE programme is monitored by:
1. Lesson planning and observations.
2. Teacher monitoring.
3. Pupil feedback.

Working with outside agencies:
Bensham Manor School may use the expertise of outside agencies. Appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RHSE.

POLICY CONSULTATION

Dissemination and consultation/review of policy includes:
1. Consultation with the wider school community e.g. liason contact in Croydon Council.
2. Review of RHSE curriculum content with staff and pupils.
3. Pupil focus groups or school council.
4. Consultation with school governors.
5. Parent focus group/workshop.

RELATED POLICIES and LEGISLATIONS

1. Anti-Radicalisation Policy
2. Behaviour Policy
3. Early Help and Child Protection Policy (Replaces Safeguarding)
4. Keeping Children Safe in Education (A Government Document)
5. FGM Policy
6. Self Harm Policy
7. Allegations Against a Child Policy
8. Online Safety Policy
9. Teaching and Learning Policy
10. Section 34 of the *Children and Social Work Act 2017*
11. The Equalities Act 2010

FURTHER INFORMATION

'Relationships education, relationships and sex education (RHSE) and health education' (DfE, 2019) https://www.gov.uk/government/publications/relationships-education-relationships-andsex-education-RHSE-and-health-education

'Relationships education, relationships and sex education (RHSE) and health education: FAQs' - (2019) Information from the Department for Education about the introduction of compulsory relationships education and RHSE from September 2020. https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-RHSE-and-health-education-faqs

'Relationships, sex and health education: guides for parents' (2019) https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools

'Sex and Relationships Education for the 21st Century', PSHE Association/Brook/Sex Education Forum (2014) https://www.pshe-association.org.uk/system/files/SRE%20for%20the%2021st%20Century%20-%20FINAL.pdf.pdf

'Policy paper: Relationships education, RHSE and PSHE', DfE (2017) - DfE statement on relationships education, relationships and sex education (RHSE), and personal, social, health and economic education (PSHE) https://www.gov.uk/government/publications/relationships-education-RHSE-and-pshe

'Sex and Relationship Education in Schools (England)', House of Commons Library (2017) https://researchbriefings.parliament.uk/ResearchBriefing/Summary/SN06103#fullreport

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

By the end of primary school, pupils will know:

Families and people who care for me	• that families are important for children growing up because they can give love, security and stability.
	• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
	• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
	• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
	• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
	• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	• how important friendships are in making us feel happy and secure, and how people choose and make friends.
	• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
	• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
	• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
	• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful relationships	• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
	• practical steps they can take in a range of different contexts to improve or support respectful relationships.

	• the conventions of courtesy and manners.
	• the importance of self-respect and how this links to their own happiness.
	• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
	• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
	• what a stereotype is, and how stereotypes can be unfair, negative or destructive.
	• the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	• that people sometimes behave differently online, including by pretending to be someone they are not.
	• that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
	• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
	• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
	• how information and data is shared and used online.
Being safe	• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
	• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
	• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
	• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
	• how to recognise and report feelings of being unsafe or feeling bad about any adult.
	• how to ask for advice or help for themselves or others, and to keep trying until they are heard.
	• how to report concerns or abuse, and the vocabulary and confidence needed to do so.

	• where to get advice e.g. family, school and/or other sources.
Mental wellbeing	• that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	• that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted.
Mental wellbeing	

	• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
Physical health and fitness	• the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	• what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	• how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing adolescent body	• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.

Secondary 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:

Families	• that there are different types of committed, stable relationships. • how these relationships might contribute to human happiness and their importance for bringing up children. • what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. • why marriage is an important relationship choice for many couples and why it must be freely entered into. • the characteristics and legal status of other types of long-term relationships. • the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. • how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.
Respectful relationships, including friendships	• the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.

	• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. • that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. • what constitutes sexual harassment and sexual violence and why these are always unacceptable. • the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.
Online and media	• 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	• 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	• 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. |
| Mental wellbeing | • 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 | • 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.

Eating disorders and extreme weight loss are a specialised area and schools should use qualified support or advice as needed. Schools may consider accessing support from the NHS or local specialist services who may be able to provide advice and CPD for teachers. |
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| Physical health and fitness | • the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.

• the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health.

• about the science relating to blood, organ and stem cell donation. |
| Healthy eating | • how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer. |
| Drugs, alcohol and tobacco | • the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.

• the law relating to the supply and possession of illegal substances.

• the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.

• the physical and psychological consequences of addiction, including alcohol dependency.

• awareness of the dangers of drugs which are prescribed but still present serious health risks.

• the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so. |
| Health and prevention | • 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	• basic treatment for common injuries.
	• life-saving skills, including how to administer CPR. (Cardio Pulmonary Resuscitation is usually best taught after 12 years old.)
	• the purpose of defibrillators and when one might be needed.
Changing adolescent body	• key facts about puberty, the changing adolescent body and menstrual wellbeing.
	• the main changes which take place in males and females, and the implications for emotional and physical health.

Appendix 2 - Age appropriate checklist for SRE

This checklist may be used when deciding on when to deliver a particular topic or activity as part of RHSE in our school. It can also be used when choosing resources.

Consider:	Yes	Comment
GREEN – almost certainly age-appropriate, but consult SLT if unsure		
The topic/activity uses language and images that the students will understand		
The topic/activity matches the students' physical and emotional development (NB: this may not always match their chronological age)		
The topic/activity complements other aspects of the curriculum being followed by the students		
The topic/activity matches the learning objectives for the lesson and scheme of work		
The topic/activity is being delivered to prepare students for a physical or social change they are expected to experience within the next 6 months (eg puberty or transition to secondary school)		
AMBER – may need discussion with SLT or parents before teaching begins		
The topic/activity is being taught earlier than planned as there is a need to respond to questions from the students (NB be aware that questions may indicate a need for a safeguarding investigation)		

The topic/activity is being taught earlier than planned as there is a need to respond to local or national events that the students are aware of, or as a response to bullying, homophobia etc.		
The topic/activity is designed for older students but is being taught to a younger group because they are reaching puberty early or have shown other indications that they need understanding of the issue		
The topic/activity is designed for younger students but is being taught to an older group because the students need additional support in understanding this subject		
The topic/activity includes images or descriptions of sexual acts, pornography, crime etc. (In secondary schools this may be relevant to the lesson but SLT and parents should still be informed)		
The topic/activity normalises unhealthy or harmful behaviours and attitudes without offering balanced information about risks and protective measures		
The topic/activity stigmatises or is hostile towards a particular group		
The topic/activity raises attitudes such as racism, sexism or homophobia without explaining that these are unacceptable or considering ways to counter these ideas		
The topic/activity gives inaccurate, unsafe or biased information		