

Relationships, sex, and health education policy

Meadowhead School Academy Trust

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1. Aims

This policy covers relationships, sex and health education (RSHE) at Meadowhead. These elements are combined in a strand in the school's Make a Difference curriculum called "Staying Safe and Healthy".

The aims of relationships, sex and health education (RSHE) at Meadowhead are to:

- › Provide a framework in which sensitive discussions can take place
- › Enable our students to better understand the nature of relationships **and the central importance of consent**
- › Prepare students for the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood
- › Emphasise the importance of health and hygiene; enabling students to protect and support their own physical and mental wellbeing
- › Help students develop feelings of self-respect, confidence and empathy
- › Create a positive and pro-active culture around issues of friendships and relationships
- › Teach the risks of being online
- › Support all young people for life in modern Britain

2. Statutory requirements

As a secondary academy school we must provide RSHE to all pupils as per section 34 of the [Children and Social work act 2017](#).

In teaching RSHE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

We have also taken note of [this guidance](#) issued by the DfE in September 2020.

At Meadowhead 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:

1. Review – this policy was written **in 2020-21** by the Head of Ethics and the Assistant Headteacher for Student Development who were guided by all relevant information including relevant national guidance.
2. Staff consultation – **during this process**, all school staff were given the opportunity to look at the draft policy and make recommendations via a virtual consultation during the week beginning Monday 1st February 2021. The policy was also discussed with Heads of Year on Tuesday 9th February and with the Senior Leadership Team on Thursday 11th February. More detailed discussions were also held with the Assistant Headteachers with responsibilities for SEND and the Engagement Centres.
3. Parent/stakeholder consultation – this policy and curriculum overview (Appendix 1) was shared with parents by email on Monday 1st February 2021, with an accompanying questionnaire and we received 126 replies that have been used to plan ongoing curriculum development. A summary of these responses were shared with the Pupils Committee at their meeting on Monday 22nd February 2021.
4. Pupil consultation – as well as ongoing discussions as part of the school's Student Parliaments, all Y7-Y11 students were asked for their feedback during Ethics lessons on week commencing Monday 16th November 2020. The Head of Ethics and Assistant

Headteacher for Student Development also met with the Meadowhead Against Racism Student Group (Tuesday 15th December 2020).

5. Ratification – once amendments were made following the consultation, the policy was shared with governors and ratified at the Pupils Committee meeting on Monday 22nd February.
6. This policy was updated with minor changes on 22nd November 2021 and then shared with parents. **This policy was further updated with minor changes in February 2023 and then again shared with parents.**

4. Definition

Relationships, Sex and Health Education (RSHE) at Meadowhead School will ensure that our young people are confident, knowledgeable and empowered to make good choices.

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSHE involves a combination of sharing information, and exploring issues and values. We believe that effective relationship and sex education is essential if young people are to make responsible and well informed decisions about their lives.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. We will update the appendix on an annual basis and share with students, parents and families.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. **The curriculum is designed using the expertise of Meadowhead's staff but adapts resources from external organisations to ensure the highest possible quality. For example, we integrate and adapt resources shared by the PSHE Association and Learn Sheffield as well as using stimulus videos from Life Lessons.** If pupils ask questions outside the scope of this curriculum and policy, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online.

The curriculum makes regular links to whole-school policies and procedures. One example is the regular reference made throughout the curriculum to the school's Never Okay campaign on sexism and sexual harassment.

6. Delivery of RSHE

Most of the RSHE curriculum is taught within the Ethics curriculum and lessons. Y7, Y8 and Y9 students have two lessons of Ethics a week. Y10 and Y11 students have one lesson a week. **From 2022-23, Y12 and Y13 students also have one lesson of Ethics a week.** Biological aspects of RSHE are taught within the science curriculum, and other aspects of the RSHE curriculum are integrated in the Health, Fitness and Wellbeing (PE), ICT and Computing, and Food faculties. For Key Stage Three and Four, these lessons are supported by an extensive assembly programme. **For Key Stage Five students, these lessons are supported by the tutorial programme and weekly briefings.**

At Meadowhead, RSHE will be accessible for all pupils. The Head of Ethics works with colleagues such as Assistant Headteacher – SENCO and the Engagement Centre teachers to ensure all Meadowhead pupils access the full curriculum as outlined in this policy. High quality teaching is differentiated and personalised and this is the starting point to ensure accessibility for all pupils. The school is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships, Sex and Health Education is a priority for these students who are regularly supported by individual mentoring or in small group sessions.

RSHE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- › Families
- › Respectful relationships, including friendships

- › Online and media
- › Being safe
- › Intimate and sexual relationships, including sexual health

The Health Education curriculum also covers:

- › Mental wellbeing
- › Internet safety and harms
- › Physical health and fitness
- › Healthy eating
- › Drugs, alcohol and tobacco
- › Health and prevention
- › Basic first aid
- › Changing adolescent body

For more information about the content of our RSHE curriculum and how it meets statutory guidance, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

6.1 Dealing with sensitive issues

We will ensure a safe learning environment by ensuring all staff teaching Ethics make sure their approach always considers the best interests of the child.

Teachers and pupils will create ground rules by mutual agreement with the teacher ensuring the PSHE Association's suggested guidelines are incorporated. This is because ground rules are found to be most effective when students can explain their purpose and express them in their own words.

Distancing techniques such as role plays or adopting the role of 'agony aunt' or 'uncle' are used because when students can distance themselves from a sensitive issue they can think more clearly without their thoughts being influenced by strong emotions.

Teachers will try to answer pupils' questions honestly, sensitively and in such a way that takes the context into account. In all circumstances, the professional judgement of the teacher must come in to play when deciding if questions are suitable for class discussion.

Sensitive issues will be handled by a variety of techniques including reminding students of the ground rules, pausing the lesson for class discussion, anonymous question boxes and distancing techniques to turn the issue into a more general example. In some cases, it may be deemed appropriate to 'park' a question in order to allow the teacher time to ensure a factual and appropriate response or raise potential child protection issues. This could include teacher research or liaison with colleagues and the Head of Ethics. It may also require communication with year teams, senior leadership and safeguarding leads.

If at any point a disclosure is made by a student it is the responsibility of the member of staff to follow the school's safeguarding policy and notify the school's Designated Safeguarding Lead or Deputy DSL. Staff will also register any concerns for a student on CPOMs.

7. Roles and responsibilities

7.1 The Governing Body – Pupils Committee

The Governing Body – Pupils Committee will approve the RSHE policy and hold the headteacher and other members of the senior leadership team, especially the Assistant Headteacher – Student Development, to account for its implementation.

7.2 Leadership of RSHE

The Assistant Headteacher is responsible for the implementation and review of this policy and provides regular updates to the Senior Leadership team. The Head of Ethics is responsible for the delivery of the curriculum and assuring the quality of teaching and learning. The Head of Ethics also manages questions about the curriculum and requests to withdraw pupils from components of RSHE (see section 8).

7.3 Teaching Staff

Teaching staff are responsible for:

- › Ensuring they keep their subject knowledge of relevant topics up-to-date
- › 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 components of RSHE

7.4 Pupils

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

8. Parents' right to withdraw from RSHE

Parents have the right to request that their child be withdrawn from some or all of Sex Education delivered as part of RSHE. This does not apply to all elements of RSHE as some are compulsory elements that **either form** part of the National Curriculum (i.e. Science) or **make up** the Relationships Education components. Parents have the right to withdraw their children from the non-statutory components of sex education within RSHE up to and until 3 terms before the child turns 16. After this point, **it becomes the child's decision, and if** the child wishes to receive sex education rather than being withdrawn, the school will arrange this. **Parents do not have the right to withdraw from other elements of the Ethics programme such as learning about protected characteristics or other faiths. Where concerns or questions are raised about these topics, the Head of Ethics and/or Assistant Headteacher for Personal Development will enter into dialogue with the student and their family.**

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Head of Ethics. A copy of withdrawal requests will be placed in the pupil's educational record. The Head of Ethics will arrange a meeting to discuss the request with parents, answering any questions and sharing more information about lesson content. After this meeting, the family will then be able to make a decision on withdrawal which should be communicated to the Assistant Headteacher – Student Development who will make the necessary arrangements and adaptations. These arrangements will be shared with the Headteacher. If parents and guardians are unhappy with the arrangements that are introduced or their implementation, they should then raise the matter with the Headteacher. The Headteacher will then review the arrangements and ask for any adjustments as necessary.

9. Training

All staff teaching RSHE will be supported by having access to fully planned and resourced schemes of work for all year groups. The Ethics department will offer support and guidance to any teachers outside of the department in delivering RSHE lessons. Non-specialists will be fully inducted to the teaching of the subject and will be provided with resources (fully planned lessons) to enable them to plan and deliver the curriculum effectively and reflectively.

10. Monitoring arrangements

The delivery of RSHE in Ethics lesson is monitored by the Head of Ethics through the development of a shared curriculum, learning walks and book scrutiny. Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

The Assistant Headteacher – Student Development works with middle leaders in other faculties (e.g. Science, Food, HFWB, ICT & Computing) to assure the RSHE content that is delivered by these teams. The Assistant Headteacher also works with other members of the Senior Leadership Team, as well as safeguarding and pastoral teams to ensure the curriculum reflects and tackles contemporary trends seen in casework.

This policy will be reviewed annually by the Assistant Headteacher – Student Development. At every review, the policy will be shared with the Pupils Committee of the Governing Body.

Appendix 1: Staying Safe and Healthy - Curriculum Map

Relationships and sex education, and health education curriculum map

More curriculum information and knowledge organisers are provided on the school's curriculum and subject pages here: [Subjects - Meadowhead School](#).

At Key Stages 3 and 4, this curriculum is supported by the Staying Safe and Healthy strand in the school's assembly programme which currently includes assemblies on Staying Safe, Safety with Fireworks and Bonfires, Anti-Bullying, Mental Health, Internet Safety and Knife Crime. **In the Sixth Form, Ethics lessons are supported by guest speakers who join the weekly briefing.**

YEAR GROUP AND FACULTY	TOPIC/THEME DETAILS
Y7 Ethics	Welcome and Ethical Values – Students are welcomed to Meadowhead. They then explore the importance of a variety of ethical values including integrity, tolerance and equality.
Y7 Ethics	Relating to Others – Students learn a variety of characteristics of healthy relationships including friendships and families. They also explore ways to support positive relationships and deal with conflict. The unit makes explicit links to the school's Never Okay campaign on sexism and sexual harassment.
Y7 Ethics	Puberty and Wellbeing – Students learn about emotional and physical aspects of puberty including changing bodies, periods and how to manage these changes.
Y7 Ethics	The Science of Happiness – Students learn what makes happy people happy by focussing on positive self-esteem, emotions, meditation, sleep, exercise and diet.
Y7 Ethics	Drugs and Alcohol- Students begin to learn about addiction and substances that could bring them harm. This includes caffeine/energy drinks, smoking, alcohol and vaping.
Y7 Ethics	Health – Students learn about keeping themselves healthy through topics including medicines and antibiotics, vaccines, first aid and sun protection.
Y7 Ethics	Living in the Wider World – Students about a range of possible risks in the wider world including gambling, knives, county lines, FGM and road safety.

YEAR GROUP AND FACULTY	TOPIC/THEME DETAILS
Y7 Science	Human Reproduction - Students learn about the key parts of the male and female reproductive system, menstruation, fertilisation and how the foetus developments.
Y7 Science	Alcohol and Tobacco – Students learn about the effects on the human body of both alcohol and tobacco.
Y7 Health, Fitness and Wellbeing (PE)	Introduction to Fitness – Students learn about different components of fitness and complete various fitness tests and relate these to a range of sports.
Y7 Food	Introduction to Healthy Eating - Students research healthy eating in general and then look at the five nutrients and a simple function of each. They learn about the Eatwell Guide and design and make a pasta salad based around the sections of the Eatwell Guide. Students investigate how healthy various food products are by analysing their fat, sugar and calorie content and making a judgement on whether they are healthy or not. Food and nutrition is also covered on the Y7 Science curriculum.
Y7 ICT and Computing	Online Safety – Students learn about the potential dangers/risks of online activity – especially cyber-bullying – and how they can protect themselves from these risks.
Y8 Ethics	The Equality Act and Inclusivity – Students learn about the protected characteristics included in the Act. The unit explores prejudice, discrimination and celebrating diversity. Content includes stereotypes based on sex, gender, race, religion, neurodiversity, sexual orientation and disability. The unit makes explicit links to the school's Never Okay campaign on sexism and sexual harassment.
Y8 Ethics	Relationships and Sex Education (Y8) – Students learn how to have healthy relationships. This unit includes content on forming and maintaining relationships both on and offline , peer pressure, sex, intimacy and consent , sending nudes, grooming, contraception, pregnancy and parenting . This unit makes explicit links to the school's Never Okay campaign on sexism and sexual harassment.
Y8 Ethics	Building Resilience to Radicalisation and Extremism – Students learn how to be critical of labels and stereotyping, how to respond to “fake news” and propaganda, and how to recognise the signs of radicalisation and extremism.
Y8 Ethics	Mental Health and Wellbeing – Students learn about issues that may affect their physical and mental health and how to stay safe.

YEAR GROUP AND FACULTY	TOPIC/THEME DETAILS
Y8 Health, Fitness and Wellbeing (PE)	Personal Exercise Programme - Students learn how the body responds to exercise and how they can train their body to improve health and fitness.
Y8 Food	Nutrition Students learn about how nutritional needs change at different stages of people's lives. They learn about budgeting for food and planning meals whilst ensuring that the meals are healthy and balanced. Students also carry out a fruit and vegetables project where they learn about the importance of eating fruit and vegetables and how we can incorporate more into our diets.
Y8 ICT and Computing	Online Safety – Students further develop their understanding of potential dangers/risks of online activity and how they can protect themselves from these risks.
Y9 Ethics	Human Rights – Students learn about a variety of form rights and ways these might be infringed including people smuggling, transgender rights, forced marriage and right to education.
Y9 Ethics	Relationships and Sex Education (Y9) - Students will cover a variety of concepts, in relation to intimate relationships. These include reproductive systems, pornography, revenge porn, consent, contraception, STIs, HIV and AIDS and sexual harassment. This unit makes explicit links to the school's Never Okay campaign on sexism and sexual harassment.
Y9 Ethics	Drugs Education - Students will learn about a variety of drugs, the effects they have and the associated risks. They will also learn about drugs and the law, abuse, addiction and rehabilitation.
Y9 Ethics	Crime, Punishment and the Law – Students will learn about a range of topics connected to the legal and justice system including hate crime, gang crime, social media and the law, criminal records and witnesses and evidence.
Y9 Ethics	Confidence – Students will learn about topics connected to body image, positivity, confidence and hair discrimination.
Y9 Ethics	First Aid – Students will learn a range of basic first aid techniques and knowledge.
Y9 English	Rebel Voices – Students read and respond to texts from a diverse range of voices. The unit helps develop understanding of the experiences of people with different protected characteristics.

YEAR GROUP AND FACULTY	TOPIC/THEME DETAILS
Y9 Food	Nutrients - Students learn about the five nutrients in depth - why we need them, what happens if we do not consume enough or too much. Students again look at the Eatwell Guide and apply their knowledge of the five nutrients to this. Students investigate the importance of portion control and the consequences of eating big portion sizes. They are taught about fibre and its role in the body.
Y9 Health, Fitness and Wellbeing (PE)	Components of Fitness – Students learn more about the different elements of fitness and how they can plan activity to improve different fitness elements.
Y10 Ethics	Gangs and knife crime – Students consider the reasons why some young people join gangs, the changes in behaviour that may occur and the risks associated with joining a gang. Students will explore the law (joint enterprise), criminal behaviour (violent crime) and aspects of healthy/unhealthy romantic relationships.
Y10 Ethics	Relationships and Sex Education (Y10) – Students will cover a variety of concepts, in relation to intimate relationships. We will cover consent and the law, contraception STIs and HIV, victim blaming, coercion and domestic violence, abortion and the law, miscarriage, young parents, adoption and fostering.
Y10 Ethics	Health - Students will learn more around the risks associated with taking drugs, how to limit the risks associated with taking drugs, the specific risks of volatile substance abuse, smoking cigarettes, cannabis and vaping. As well as caffeine and energy drinks. The importance of effective sleep and the impact of poor sleeping habits. Male and female specific cancers. Risks associated with body modification.
Y10 English	Non Fiction and the Media – Students read a range of high quality non-fiction texts and develop their understanding of bias and authenticity. Students investigate how viewpoint and perspective shapes choices made within texts.
Y10 Science	Preventing and Treating Disease – Students learn about the risk factors connected with particular diseases, virus pathogens, the natural and synthetic development of drugs and the introduction of new vaccines. This unit also looks at the relationship between different diseases and mental health.
Y11 Ethics	Mental Health and wellbeing – Students will identify the challenges ahead and consider strategies to overcome adversity. They will learn about common mental health conditions such as anxiety, stress and depression. They will evaluate healthy and unhealthy coping strategies and how to look after their general wellbeing.

YEAR GROUP AND FACULTY	TOPIC/THEME DETAILS
Y11 Ethics	Relationships, sex and health education – Students will revisit some prior learning and cover content such as protected characteristics, consent, sexual harassment, contraception, healthy sex and intimacy without sex, and healthy screen time and safe online behaviours.
Y12 & Y13 Ethics	Staying Safe and Healthy – Students will learn about topics including depression, OCD, resilience, body image, alcohol and risk management, driving safety, meal planning, living independently, male/female specific health.
Y12 & Y13 Ethics	Relationships – Students will revisit prior learning and cover topics such as relationship values, mature and meaningful relationships, consent and Never Okay, recognising and leaving unhealthy relationships, pornography.
Y12 & Y13 Ethics	Living in the Wider World – Students will cover topics such as rights at work, media literacy, oracy, preparation for interviews, citizenship and democracy, travelling abroad.

Appendix 2: Mapping of Meadowhead curriculum with statutory guidance

TOPIC	PUPILS SHOULD KNOW	COVERED IN CURRICULUM AREA
Families	<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 • The characteristics and legal status of other types of long-term relationships • Why marriage is an important relationship choice for many couples and why it must be freely entered into • 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>Y7 Ethics - Relating to Others</p> <p>Y8 Ethics – Relationships and Sex Education</p> <p>Y9 Ethics - Human Rights</p> <p>Y9 Ethics – Relationships and Sex Education (Y9)</p> <p>Y10 Ethics – Relationships and Sex Education (Y10)</p> <p>Y11 Ethics – Relationships, Sex and Health Education (Y11)</p> <p>Y12 & Y13 Ethics - Relationships</p>

TOPIC	PUPILS SHOULD KNOW	COVERED IN CURRICULUM AREA
Respectful relationships, including friendships	<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 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 	<p>Y7 Ethics – Ethical Values</p> <p>Y7 Ethics – Relating to Others</p> <p>Y8 Ethics – The Equality Act and Inclusivity</p> <p>Y8 Ethics – Relationships and Sex Education (Y8)</p> <p>Y9 Ethics – Relationships and Sex Education (Y9)</p> <p>Y9 Ethics – Human Rights</p> <p>Y9 English – Rebel Voices</p> <p>Y10 Ethics – Gangs and knife crime</p> <p>Y10 Ethics – Relationships and Sex Education (Y10)</p> <p>Y11 Ethics – Relationships, Sex and Health Education (Y11)</p> <p>Y12 & Y13 Ethics - Relationships</p>

TOPIC	PUPILS SHOULD KNOW	COVERED IN CURRICULUM AREA
Online and media	<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 	<p>Y7 ICT and Computing – Online Safety Y8 Ethics – Relationships and Sex Education (Y8) Y9 Ethics – Relationships and Sex Education (Y9) Y9 Ethics – Confidence Y9 Ethics – Crime, Punishment and the Law Y10 English – Non-Fiction Y10 Ethics – Relationships and Sex Education (Y10) Y11 Ethics – Relationships, Sex and Health Education (Y11) Y12 & Y13 Ethics - Relationships</p>
Being safe	<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) 	<p>Y7 Ethics – Living in the Wider World Y8 Ethics – Relationships and Sex Education (Y8) Y9 Ethics – Relationships and Sex Education (Y9) Y10 Ethics – Relationships and Sex Education (Y10) Y11 Ethics – Relationships, Sex and Health Education (Y11) Y12 & Y13 Ethics - Relationships</p>

TOPIC	PUPILS SHOULD KNOW	COVERED IN CURRICULUM AREA
Intimate and sexual relationships, including sexual health	<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 • 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 	<p>Y7 Science – Human Reproduction Y7 Ethics – Puberty and Wellbeing Y7 Ethics – Drugs and Alcohol Y8 Ethics – Relationships and Sex Education (Y8) Y9 Ethics – Relationships and Sex Education (Y9) Y9 Ethics – Drugs Education Y10 Ethics – Relationships and Sex Education (Y10) Y10 Ethics – Health Y11 Ethics – Relationships, Sex and Health Education (Y11) Y12 & Y13 Ethics - Relationships</p>

TOPIC	PUPILS SHOULD KNOW	COVERED IN CURRICULUM AREA
Mental wellbeing	<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 	<p>Y7 Ethics – Ethical Values Y7 Ethics – The Science of Happiness Y7 Ethics – Puberty and Wellbeing Y8 Ethics - Mental Health and Wellbeing Y9 Ethics - Confidence Y10 Ethics – Health Y11 Ethics – Mental Health and Wellbeing Y12 & 13 Ethics – Staying Safe and Healthy</p>

TOPIC	PUPILS SHOULD KNOW	COVERED IN CURRICULUM AREA
Internet safety and harms	<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 	<p>Y7 ICT and Computing – Online Safety</p> <p>Y7 Ethics – Staying Safe</p> <p>Y8 Ethics – Building resilience to radicalisation and extremism</p> <p>Y8 Ethics – Relationships and Sex Education (Y8)</p> <p>Y8 ICT and Computing – Online Safety</p> <p>Y9 Ethics – Relationships and Sex Education (Y9)</p> <p>Y9 Ethics - Confidence</p> <p>Y10 Ethics – Relationships and Sex Education (Y10)</p> <p>Y10 Ethics – Health</p> <p>Y11 Ethics – Relationships, Sex and Health Education (Y11)</p> <p>Y12 & 13 Ethics – Staying Safe and Healthy</p>

TOPIC	PUPILS SHOULD KNOW	COVERED IN CURRICULUM AREA
Physical health and fitness	<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 	Y7 HFWB (PE) – Introduction to Fitness Y7 Ethics – Health Y8 Ethics – Mental Health and Wellbeing Y9 Ethics – First Aid Y8 HFWB (PE) – Personal Exercise Programme Y9 HFWB (PE) – Components of Fitness Y12 & 13 Ethics – Staying Safe and Healthy
Healthy eating	<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. 	Y7 Food – Introduction to Health Eating Y7 Science – Food and Nutrition Y7 Ethics - Health Y8 Ethics – Mental Health and Wellbeing Y8 Food – Nutrition Y8 Ethics – Taking Care of Yourself Y9 Food – Nutrients Y10 Ethics – Health Y12 & 13 Ethics – Staying Safe and Healthy

TOPIC	PUPILS SHOULD KNOW	COVERED IN CURRICULUM AREA
Drugs, alcohol and tobacco	<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 	<p>Y7 Ethics – Drugs and Alcohol Y7 Science – Alcohol and Tobacco Y8 Ethics – Mental Health and Wellbeing Y9 Ethics – Drug Education Y10 Ethics - Health Y11 Ethics – Relationships, Sex and Health Education (Y11) Y12 & 13 Ethics – Staying Safe and Healthy</p>
Health and prevention	<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. 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 	<p>Y7 Ethics – Puberty and Wellbeing Y7 Ethics - Health Y8 Ethics – Mental Health and Wellbeing Y10 Science – Preventing and Treating Disease Y10 Ethics – Health Y11 Ethics – Relationships, Sex and Health Education (Y11) Y12 & 13 Ethics – Staying Safe and Healthy</p>
Basic first aid	<ul style="list-style-type: none"> basic treatment for common injuries. life-saving skills, including how to administer CPR.15 the purpose of defibrillators and when one might be needed. 	<p>Y7 Ethics – Health Y9 Ethics – First Aid Y12 & 13 Ethics – Staying Safe and Healthy</p>

TOPIC	PUPILS SHOULD KNOW	COVERED IN CURRICULUM AREA
Changing adolescent body	<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.. 	Y7 Ethics – Puberty and Wellbeing Y7 Science – Human Reproduction Y8 Ethics – Relationships and Sex Education (Y8) Y8 Ethics – Mental Health and Wellbeing Y9 Ethics - Confidence

Appendix 3: Parent form: withdrawal from sex education within RSHE Curriculum

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

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	