



SHS

PSHE (Personal, Social, Health Education) Policy

(including Relationships and Health Education statutory from September 2020 -  
and our position on Sex Education - and Physical and Mental Wellbeing)  
2023-2024

2023 - 2024

<b>Ownership &amp; Consultation</b>	
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## Introduction

At Sophia High, we believe PSHE & RSE is integral to students' personal, social, and emotional development. Our policy reflects UK statutory guidance while respecting diverse cultural values within our global community.

### Aims:

- Provide developmentally appropriate PSHE & RSE aligned with the UK curriculum
- Foster healthy, respectful relationships and responsible decision-making skills
- Equip students with knowledge to keep themselves safe and know their rights
- Deliver an inclusive PSHE & RSE relevant to students' backgrounds and needs

### Curriculum:

- Age-appropriate content across ages 4 to 11 and 11-16 with RSE covering: healthy relationships, consent, puberty, sexual health, sexuality, healthy lifestyle choices, risks of social media, online safety
- RSE is embedded within PSHE lessons and across the broader curriculum like science and humanities
- Delivered by trained teachers through an inclusive, open, non-judgmental approach
- Resources reviewed to ensure appropriate representation, accessibility and cultural awareness

### Right to Withdraw:

- Parents have the right to request their child be exempt from elements of PSHE (i.e. around topics such as alcohol and sex education) they find culturally inappropriate. The school will discuss the benefits and risks of exemption and aim to find acceptable alternatives.

### Inclusivity:

- Content will be made accessible to all students, including those with SEND, through differentiated instruction.
- PSHE & RSE fosters respect for people of all backgrounds, cultures and sexual orientations. Derogatory language is challenged.

### Working with Parents:

- The school informs parents of the PSHE & RSE policy and curriculum and welcomes ongoing engagement.
- Parent preview sessions allow review of materials to understand and provide input.

## Context

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

## PSHE

At Sophia High School, we teach Personal, Social, Health Education as a whole-school approach to

underpin children's development as people and because we believe that this also supports their learning capacity.

The Jigsaw Program offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. The overview of the program can be seen on the school website.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

### **Statutory Relationships and Health Education**

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools."

DfE Guidance p.8

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

"This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools."

"In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.

"These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others' wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society."

Secretary of State Foreword DfE Guidance 2019 p.4-5

"Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned program of lessons."

DfE Guidance p.8

"All schools must have in place a written policy for Relationships Education and RSE."

DfE Guidance p.11

At Sophia High School we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme and Science Curriculum at age appropriate stages of development.

This program's complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

Our PSHE policy is informed by existing DfE guidance:

- Keeping Children Safe in Education 2023 (statutory guidance)
- Equality Act 2010 and schools
- SEND code of practice (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development)

At SHS we benchmark our provision by following leading programmes of study for PSHE including the Jigsaw Program Framework, which is aligned to the PSHE Association Programs of Study for PSHE. In addition we add a focus on wellbeing and mindfulness with daily focus lessons and specialist support teachers throughout the week.

**Junior School:**

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year. This is just an example below, and may not exactly match what we are doing, as we change this from term to term.

<b>Term</b>	<b>Puzzle (Unit)</b>	<b>Content</b>
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
<b>Spring 1:</b>	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
<b>Summer 2:</b>	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

At Sophia High School we allocate 40 minutes to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. PSHE is enhanced through our fitness and wellbeing / meditation sessions daily from KS2 to KS4 and in our weekly whole school assemblies.

These explicit lessons are reinforced and enhanced in many ways:

Assemblies, praise and reward system, the school’s Charter, through relationships child to child, adult to child and adult to adult across the school. We aim to ‘live’ what is learnt and apply it to everyday situations in the school community.

The above program is adapted for the senior school. Due to our small numbers we teach children in vertically group phases and age appropriate groups of delivery which cover year groups Reception to Year 10. These include: Key Stage 1, Lower Key Stage 2, Upper Key Stage 2 and Key Stage 3 & 4.

## Relationships Education

***What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school.***

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

In following the Sustainable Development Goals, as part of our core value to develop global citizens and in line with the IPC / IMYC Curriculum for personal development, we believe that relationships and sex education is designed to prepare all pupils for the future, regardless of sexual orientation or gender identity.

In the same regard, we understand that as a global online learning community we also have families from culturally sensitive backgrounds who may have conflicting value alignment with the British framework. Whilst our Admissions Policy and RSE program promotes *gender equality and LGBT equality and must challenge discrimination, we have a neutral policy of notification in place. This means where cultural sensitivity may arise from our global family, we notify them in advance of the RSE curriculum and provide them with the opportunity to opt out of culturally sensitive lessons on RSE themes.*

*Our RSE program does take the needs and experiences of LGBT people into account and it should seek to develop an understanding that there are a variety of relationships and family patterns in the modern world." (Page 34)*

## Health Education

***What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?***

Health Education in primary schools will cover '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'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Program covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured every lesson through the Calm me time, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter.

Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit).

Again, the mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.



## **Sex Education**

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education program tailored to the age and the physical and emotional maturity of the pupils'.

However, 'Sex Education' is not compulsory in primary schools. (p. 23)

Schools are to determine the content of sex education at primary school. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

Sex Education in the Secondary School is taught via a program of KS3 specialist teachers, science thematic units of study in Biology and visiting residents who are fully qualified nurses and workshops.

## **Parents' right to request their child be excused from Sex Education**

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p.17

Prior to so-called controversial topics being taught, the school will inform parents of this by email, as we do need to be sensitive to the needs of our international parents. Parents may then seek permission to withdraw the child from certain lessons, especially when many of our students we have are not based in the UK and do not have to abide by the Relationships Education, Relationship Sex Education (RSE) and Health Education guidance given by the British government. Normally a meeting is arranged with any parent who decides to opt out of a given topic, whereby they need to justify the reason for this.

## **Monitoring and Review**

The Co-Leadership Team, alongside the Board Directors of Education reviews and monitors this policy on an annual basis. It is reviewed on an annual basis if the policy needs modification. Alongside the Co-Leaders the teachers scrutinise and ratify teaching materials to check they are in accordance with the school's ethos and regulations.

## **Equality**

### **This policy will inform the school's Equalities Plan.**

The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics..."

At the point at which schools consider it appropriate to teach their pupils about LGBTIA+ (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their program of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBTIA+ content at a timely point as part of this area of the curriculum."

**Relationships Education in Primary schools – DfE Guidance 2019**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1090195/Relationships\\_Education\\_RSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1090195/Relationships_Education_RSE_and_Health_Education.pdf)

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

The guidance states that, by the end of primary school:

	<b>Pupils should know...</b>	<b>How Jigsaw provides the solution</b>
<b>Families and people who care for me</b>	<ul style="list-style-type: none"> <li>● that families are important for children growing up because they can give love, security and stability.</li> <li>● 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.</li> <li>● 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.</li> <li>● 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.</li> <li>● that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious).</li> <li>● how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> <li>● 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.</li> <li>● what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>● the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>● Relationships</li> <li>● Changing Me</li> <li>● Celebrating Difference</li> <li>● Being Me in My World</li> </ul>

<p><b>Online relationships</b></p>	<ul style="list-style-type: none"> <li>● that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>● Relationships</li> <li>● Changing Me</li> <li>● Celebrating Difference</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p>
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<p><b>Being safe</b></p>	<ul style="list-style-type: none"> <li>● what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>● 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.</li> <li>● that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>● how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>● how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>● how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>● how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>● where to get advice e.g. family, school and/or other sources.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>● Relationships</li> <li>● Changing Me</li> <li>● Celebrating Difference</li> </ul>
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**Physical health and mental well-being education in Primary schools – DfE Guidance**

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

By the end of primary school:

	<b>Pupils should know</b>	<b>How Jigsaw provides the solution</b>
<b>Mental wellbeing</b>	<ul style="list-style-type: none"> <li>● that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>● 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.</li> <li>● 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.</li> <li>● how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>● the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.</li> <li>● simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>● isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>● that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.</li> <li>● 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 well-being or ability to control their emotions (including issues arising online).</li> <li>● 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.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>● Healthy Me</li> <li>● Relationships</li> <li>● Changing Me</li> <li>● Celebrating Difference</li> </ul>

<p><b>Internet safety and harms</b></p>	<ul style="list-style-type: none"> <li>● that for most people the internet is an integral part of life and has many benefits.</li> <li>● 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.</li> <li>● 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.</li> <li>● why social media, some computer games and online gaming, for example, are age restricted.</li> <li>● 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.</li> <li>● how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>● where and how to report concerns and get support with issues online.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>● Relationships</li> <li>● Healthy Me</li> <li>●</li> </ul> <p>Being safe online is studied at the beginning of every year in the IPC module Learning effectively online</p>
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<p><b>Physical health and fitness</b></p>	<ul style="list-style-type: none"> <li>● the characteristics and mental and physical benefits of an active lifestyle.</li> <li>● 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.</li> <li>● the risks associated with an inactive lifestyle (including obesity).</li> <li>● how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>● Healthy Me</li> </ul>
<p><b>Healthy eating</b></p>	<ul style="list-style-type: none"> <li>● what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>● the principles of planning and preparing a range of healthy meals.</li> <li>● 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).</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>● Healthy Me</li> </ul>

<p><b>Drugs, alcohol and tobacco</b></p>	<ul style="list-style-type: none"> <li>● how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>● about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>● the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>● about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>● about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>● the facts and science relating to immunisation and vaccination</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>● Healthy Me</li> </ul>
<p><b>Basic first aid</b></p>	<ul style="list-style-type: none"> <li>● how to make a clear and efficient call to emergency services if necessary.</li> <li>● concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>● Healthy Me</li> </ul>

<p><b>Changing adolescent body</b></p>	<ul style="list-style-type: none"> <li>● key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>● about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>● Changing Me</li> <li>● Healthy Me</li> </ul>
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**Relationships and Sex Education (RSE): Secondary Aims**

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

Effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual

activity. Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life. This should be delivered in a non-judgemental, factual way and allow scope for young people to ask questions in a safe environment. Many teachers use approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion and using question boxes to allow pupils to raise issues anonymously.

RSE should provide clear progression from what is taught in primary school in Relationships Education. Teachers should build on the foundation of Relationships Education and, as pupils grow up, at the appropriate time extend teaching to include intimate relationships. Alongside being taught about intimate relationships, pupils should also be taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult. This teaching should enable pupils to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful.

Pupils should understand the benefits of healthy relationships to their mental wellbeing and self-respect. Through gaining the knowledge of what a healthy relationship is like, they can be empowered to identify when relationships are unhealthy. They should be taught that unhealthy relationships can have a lasting, negative impact on mental wellbeing.

As in primary, secondary Relationships Education can be underpinned by a wider, deliberate cultivation and practice of resilience and character in the individual. These should include character traits such as belief in achieving goals and persevering with tasks, as well as personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance of self-respect and self-worth. There are many ways in which secondary schools should support the development of these attributes, for example by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

Pupils should be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. All pupils should feel that the content is relevant to them and their developing sexuality. Sexual orientation and gender identity should be explored at a timely point and in a clear, sensitive and respectful manner. When teaching about these topics, it must be recognised that young people may be discovering or understanding their sexual orientation or gender identity. There should be an equal opportunity to explore the features of stable and healthy same- sex relationships. This should be integrated appropriately into the RSE program, rather than addressed separately or in only one lesson.

It is recognised that there will be a range of opinions regarding RSE. The starting principle when teaching each of these must be that the applicable law should be taught in a factual way so that pupils are clear on their rights and responsibilities as citizens.

Schools may choose to explore faith, or other perspectives, on some of these issues in other subjects such as Religious Education.

Pupils should be well informed about the full range of perspectives and, within the law, should be well equipped to make decisions for themselves about how to live their own lives, whilst respecting the right of others to make their own decisions and hold their own beliefs. Key aspects of the law relating to sex which should be taught include the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment, and choices permitted by the law around pregnancy.

Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, should also be addressed sensitively and clearly. Schools should address the physical and emotional damage caused by female genital mutilation (FGM)- All our staff have received FGM training. They should also be taught where to find support and that it is a criminal offence to perform or assist in the performance of FGM or fail to protect a person for whom you are responsible from FGM. As well as addressing this in the context of the law, pupils may also need support to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence, including honour-based violence and forced marriage – all our staff have received training on forced marriages) and strategies to manage this or access support for oneself or others at risk. Schools should also be mindful that for pupils who are or have experienced unhealthy or unsafe relationships at home or socially, the school may have a particularly important role in being a place of consistency and safety where they can easily speak to trusted adults, report problems and find support.

Internet safety should also be addressed. Pupils should be taught the rules and principles for keeping safe online. This will include how to recognise risks, harmful content and contact, and how and to whom to report issues. Pupils should have a strong understanding of how data is generated, collected, shared and used online, for example, how personal data is captured on social media or understanding the way that businesses may exploit the data available to them.

Some pupils are also exposed to harmful behaviours online, and via other forms of media, which may normalise violent sexual behaviours. A focus on healthy relationships and broader Relationships Education can help young people understand acceptable behaviours in relationships.



**By the end of secondary school:**

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

Pupils should know:

<p><b>Families</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>● that there are different types of committed, stable relationships.</li> <li>● how these relationships might contribute to human happiness and their importance for bringing up children.</li> <li>● what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.</li> <li>● why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> <li>● the characteristics and legal status of other types of long-term relationships.</li> <li>● the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li> <li>● how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</li> </ul>
<p><b>Respectful relationships, including friendships</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>● the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</li> </ul>

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|  | <ul style="list-style-type: none"><li>● practical steps they can take in a range of different contexts to improve or support respectful relationships.</li><li>● how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</li><li>● that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.</li><li>● about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li><li>● that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li><li>● what constitutes sexual harassment and sexual violence and why these are always unacceptable.</li><li>● the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</li></ul> |
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<p><b>Online and media</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>● their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>● about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</li> <li>● not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>● what to do and where to get support to report material or manage issues online.</li> <li>● the impact of viewing harmful content.</li> <li>● that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</li> <li>● that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> <li>● how information and data is generated, collected, shared and used online.</li> </ul>
<p><b>Being safe</b></p>	<p>Pupils should know</p>
	<ul style="list-style-type: none"> <li>● the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.</li> <li>● how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).</li> </ul>

<p><b>Intimate and sexual relationships, including sexual health</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>● how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</li> <li>● that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.</li> <li>● the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</li> </ul>
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	<ul style="list-style-type: none"> <li>● that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others.</li> <li>● that they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>● the facts about the full range of contraceptive choices, efficacy and options available.</li> <li>● the facts around pregnancy including miscarriage.</li> <li>● that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).</li> <li>● how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.</li> <li>● about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>● how the use of alcohol and drugs can lead to risky sexual behaviour.</li> <li>● how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>
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## The Law

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions. Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism/radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FG

### **Physical health and mental wellbeing**

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.

It is important for schools to promote pupils' self-control and ability to self-regulate, and strategies for doing so. This will enable them to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. This integrated, whole-school approach to the teaching and promotion of health and wellbeing has a potential positive impact on behaviour and attainment.

Effective teaching should aim to reduce stigma attached to health issues, in particular those to do with mental wellbeing. Schools should engender an atmosphere that encourages openness. This will mean that pupils feel they can check their understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and wellbeing.

Schools have flexibility to design and plan age-appropriate subject content, but this guidance sets out core areas for health and wellbeing that are appropriate for primary and secondary aged pupils.

Puberty including menstruation should be covered in Health Education and should, as far as possible, be addressed before onset. This should ensure male and female pupils are prepared for changes they and their peers will experience.

### **Menstruation**

The onset of menstruation can be confusing or even alarming for girls if they are not prepared. Pupils should be taught key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health. In addition to curriculum content, schools should also make adequate and sensitive arrangements to help girls prepare for and manage menstruation including with requests for menstrual products. Schools will need to consider the needs of their cohort of pupils in designing this content.

**By the end of primary school (recap):**

<p><b>Mental wellbeing</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>● that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>● 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.</li> </ul>
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	<ul style="list-style-type: none"> <li>● 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.</li> <li>● how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>● the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>● simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>● isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>● that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>● 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).</li> <li>● 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.</li> </ul>
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<p><b>Internet safety and harms</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>● that for most people the internet is an integral part of life and has many benefits.</li> <li>● 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.</li> <li>● 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.</li> <li>● why social media, some computer games and online gaming, for example, are age restricted.</li> <li>● 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.</li> <li>● how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>● where and how to report concerns and get support with issues online.</li> </ul>
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<p><b>Physical health and fitness</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>● the characteristics and mental and physical benefits of an active lifestyle.</li> <li>● 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.</li> <li>● the risks associated with an inactive lifestyle (including obesity).</li> <li>● how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
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<b>Healthy eating</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>● what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>● the principles of planning and preparing a range of healthy meals.</li> <li>● 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).</li> </ul>
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<b>Drugs, alcohol and tobacco</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>● the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
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<b>Health and prevention</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>● how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>● about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>● the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>● about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>● about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>● the facts and science relating to allergies, immunisation and vaccination.</li> </ul>
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<b>Basic first aid</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>● how to make a clear and efficient call to emergency services if necessary.</li> <li>● concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
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<b>Changing adolescent body</b>	Pupils should know: <ul style="list-style-type: none"><li>● key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li><li>● about menstrual wellbeing including the key facts about the menstrual cycle.</li></ul>
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### **Physical health and mental wellbeing: Secondary**

It is important that the starting point for health and wellbeing education should be a focus on enabling pupils to make well-informed, positive choices for themselves. In secondary school, teaching should build on primary content and should introduce new content to older pupils at appropriate points. This should enable pupils to understand how their bodies are changing, how they are feeling and why, to further develop the language that they use to talk about their bodies, health and emotions and to understand why terms associated with mental and physical health difficulties should not be used pejoratively. This knowledge should enable pupils to understand where normal variations in emotions and physical complaints end and health and wellbeing issues begin.

Teaching about the impact of puberty, which will have started in primary school, should continue in secondary school, so that pupils are able to understand the physical and emotional changes, which take place at this time and their impact on their wider health and wellbeing.

Emphasis should continue to be given to steps pupils can take to protect and support their own health and wellbeing. They should know that there is a relationship between good physical health and good mental wellbeing and that this can also influence their ability to learn. Teachers should cover self-care, the benefits of physical activity and time spent outdoors. This should be linked to information on the benefits of sufficient sleep, good nutrition and strategies for building resilience.

Pupils should know the contribution that hobbies, interests and participation in their own communities can make to overall well being. They should understand that humans are social beings and that outward-facing activity, especially that with a service focus (for example, work, volunteering and participation in organisations such as the scouts or the girl guiding movements, the National Citizen Service or the Duke of Edinburgh Award) are beneficial for wellbeing. This can also contribute to the development of the attributes for a happy and successful adult life. Pupils should be supported to recognise what makes them feel lonely.

Self-focused or isolating lifestyle choices can lead to unhappiness and being disconnected from society for those who have greater need for companionship and relationships.

Pupils should also be taught about problems and challenges. This should include factual information about the prevalence and characteristics of more serious mental and physical health conditions, drugs, alcohol and information about effective interventions. Schools may also choose to teach about issues such as eating disorders. (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.

Teachers should be aware of common ‘adverse childhood experiences’ (such as family breakdown, bereavement and exposure to domestic violence) and when and how these may be affecting any of their pupils and so may be influencing how they experience these subjects. The impact of time spent online, the positive aspects of online support and negotiating social media, including online forums and gaming, should also be included. Teachers should understand that pupils who have experienced problems at home may depend more on schools for support.

Pupils should be taught how to judge when they, or someone they know, need support and where they can seek help if they have concerns. This should include details on which adults in school and externally can help.

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

<p><b>Mental wellbeing</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>● how to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> <li>● that happiness is linked to being connected to others.</li> <li>● how to recognise the early signs of mental wellbeing concerns.</li> <li>● common types of mental ill health (e.g. anxiety and depression).</li> <li>● how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others’ mental health.</li> <li>● the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</li> </ul>
<p><b>Internet safety and harms</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>● the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.</li> <li>● how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</li> </ul>

<p><b>Physical health and fitness</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>● the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</li> <li>● the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.</li> <li>● about the science relating to blood, organ and stem cell donation.</li> </ul>
<p><b>Healthy eating</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>● how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</li> </ul>
<p><b>Drugs, alcohol and tobacco</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>● the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.</li> <li>● the law relating to the supply and possession of illegal substances.</li> <li>● the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</li> <li>● the physical and psychological consequences of addiction, including alcohol dependency.</li> <li>● awareness of the dangers of drugs which are prescribed but still present serious health risks.</li> <li>● the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</li> </ul>

<p><b>Health and prevention</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>● about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</li> <li>● about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.</li> <li>● (late secondary) the benefits of regular self-examination and screening.</li> <li>● the facts and science relating to immunisation and vaccination.</li> <li>● the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</li> </ul>
<p><b>Basic first aid</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>● basic treatment for common injuries.</li> <li>● life-saving skills, including how to administer CPR.<sup>15</sup></li> <li>● the purpose of defibrillators and when one might be needed.</li> </ul>
<p><b>Changing adolescent body</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>● key facts about puberty, the changing adolescent body and menstrual wellbeing.</li> <li>● the main changes which take place in males and females, and the implications for emotional and physical health.</li> </ul>