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RELATIONSHIP, SEX AND HEALTH EDUCATION POLICY	
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THE LOXFORD SCHOOL TRUST
RELATIONSHIP, SEX AND HEALTH EDUCATION POLICY

Introduction

1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to the Equality Act (2010); Keeping children safe in education (2019); National curriculum in England: science programmes of study (2013); Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 and the Children and Social Work Act (2017). The policy has been developed through consultation with SACRE, Redbridge Faith Forum an Equality rep working party, A Faith and Belief rep working party, Youth council, Parent Rep Working parties, Redbridge RSHE outreach services, Community consultation, Governors and trustees and Teachers.
2. The Trust has responsibility for ensuring that pupils are appropriately educated about sex, relationships and their health in order for them to make responsible and well-informed choices in their lives.
3. The teaching of Relationship, Sex and Health Education (RSE) helps to prepare pupils for the opportunities, responsibilities and experiences of adult life. It promotes the spiritual, moral, social, cultural, mental and physical development of pupils at school and in the wider society.
4. The Trust has an obligation to ensure that pupils receive high-quality, evidence-based and age appropriate teaching of these subjects. This policy outlines how the school's RSE and health education curriculum will be organised and delivered, to ensure it meets the needs of all pupils.
5. For the purpose of this policy, 'relationships and sex education' is defined as teaching pupils about developing healthy, nurturing relationships of all kinds helping them to understand human anatomy and teaching them to respect themselves and others.
6. For the purpose of this policy, 'health education' is defined as teaching pupils about how they can make good decisions about their own health and wellbeing, and how physical health and mental wellbeing are interlinked.
7. In all schools, teaching will reflect the religious backgrounds of all pupils. Trust schools will be cognisant of faiths within their local community relating to relationships and sex through Religious Education.
8. RSE is taught within different subjects including PSHE, Science, Religious Studies, Citizenship, Computer Science / ICT and PE. Teaching of RSE is on-going throughout all stages of learning.
9. The Trust intends that effective RSE teaching promotes equality between individuals and groups, fosters self-worth and encourages pupils to recognise, accept and respect differences.

Aims

10. To develop pupils' understanding and appreciation of family life in its widest context, alongside recognition and respect for the different social, cultural and religious backgrounds of all pupils and the communities to which they belong.
11. To provide pupils with a clear understanding of rights and responsibilities regarding equality (particularly with reference to the protected characteristics defined in the Equality Act (2010)).
12. To develop in pupils the skills for successful relationships (including empathy).
13. To improve confidence and self-esteem among pupils.

14. To support pupils as they grow through adolescence towards adulthood.
15. To provide factual information concerning relationships and health so that pupils are well equipped to make decisions for themselves about how to live their own lives, while respecting the right of others to make their own decisions and hold their own beliefs.
16. To develop pupils' ability to minimise personal risk and to keep themselves and other people safe.
17. To provide pupils with the opportunity to explore their own attitudes, values and beliefs and develop a moral code that will guide their actions.
18. At secondary school, to equip pupils with a clear understanding of the law with regard to sexual relationships and sexual behaviour (including online) as well as other social issues including substance misuse, gang exploitation, hate crime and radicalisation.
19. To help pupils develop a discerning eye for the messages they receive from the media, including social media.
20. To develop pupils' ability to access help and support for a wide range of issues.
21. To promote pupils' positive attitudes towards their own bodies.
22. To ensure pupils are aware of faith perspectives, and be cognizant of the faiths within their local communities.
23. To support the mission, vision and values of the Trust and its schools.

Who is responsible for this policy?

24. The Trust has overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant statutory or Trust framework. The Trust has delegated the day-to-day responsibility for operating the policy to the Directors of the Trust and the headteacher of each Trust school.
25. The Directors of the Trust and Senior Leadership Team at each Trust school has a specific responsibility to ensure the fair application of this policy and all members of staff are responsible for supporting colleagues and ensuring its success.

Content

26. RSE is taught through discrete PSHE lessons as well as through Science and Religious Studies curriculum in a safe, comfortable and appropriate environment. Aspects of RSE are, on occasions, addressed through other curriculum subjects, such as Computer Science /ICT and PE.
27. The RSE programme is continually reviewed to meet the needs of each year group. It provides:
 - opportunities for pupils to develop skills in forming and maintaining friendships and for recognising and preventing bullying
 - opportunities for the development of personal skills including communication, negotiation, decision

making, problem solving and assertiveness

- opportunities for pupils to develop confidence and self-esteem
- information about the physical, social and emotional aspects of puberty and adolescence
- information about individuals' rights and responsibilities and how these are protected by law
- information about the law with regard to a wide range of social issues that may impact on young people's lives
- opportunities to address concerns or misunderstandings
- opportunities for pupils to develop a respect for their own bodies and to accept variations in growth and development (social, emotional and physical)
- explanations about the human biology of reproduction which parents will be consulted on
- opportunities for pupils to develop the skills and understanding to form positive, non-exploitative relationships which also promote mutual respect and sensitivity

Religion and Belief

28. Schools will have a good understanding of pupils' faith backgrounds. Positive relationships between the school and local faith communities support a constructive context for the teaching of RSHE.
29. In all schools, topics and themes will be taught in a manner and at an age that is sensitive to the faith background of all pupils. All schools, regardless of whether they have a faith designation, will comply with the relevant provisions of the Equality Act 2010, which identifies religion or belief amongst the protected characteristics.
30. Trust schools will pay cognizance to the faiths within the local community, and their distinctive faith perspective on relationships and sex education. The faith perspective will be taught through the Religious Education element of the curriculum at an appropriate time.
31. In all schools, teaching will reflect the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

Relationship and Sex Education

32. RSE will develop pupils' knowledge on the topics. Teaching will continue to emphasise the values of the Loxford School Trust, with a particular focus on respect.
33. Within the statutory curriculum content, the guidance for what pupils are taught during their time at both primary and secondary school is set out below:
34. 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.
35. The school may change the order of the units delivered below in consideration of the age and development of pupils. A long term plan, outlining when each topic is taught, is available upon request from the school.
36. For all schools, the units would also be taught at an age that is appropriate for the pupil and wider community they serve, paying appreciation to the faiths within the local community.

Families

37. At secondary, pupils will learn about the characteristics and legal status of different types of committed stable relationships. They will also learn about the roles and responsibilities of parents and the characteristics of successful parenting.
38. For all schools, the topics would also be taught at an age that is appropriate for the pupil and wider community they serve, paying awareness to the faiths within the local community.

Respectful Relationships, Including Friendships

39. At secondary, pupils will learn about what healthy friendships, working relationships, intimate relationships and other committed relationships look like. They will learn how healthy relationships can benefit mental wellbeing and self-respect. They will be taught how to identify when relationships are unhealthy, recognising and responding to all types of bullying including online, as well as the legal rights and responsibilities regarding equality, with reference to the protected characteristics defined in the Equality Act (2010) and that everyone is unique and equal.
40. At primary, pupils will learn about what healthy friendships, working relationships and other committed relationships look like. They will learn how healthy relationships can benefit mental wellbeing and self-respect. They will be taught how to identify when relationships are unhealthy, recognising and responding to all types of bullying including online, as well as the legal rights and responsibilities regarding equality, with reference to the protected characteristics defined in the Equality Act (2010) and that everyone is unique and equal.
41. For all schools, the topics would also be taught at an age that is appropriate for the pupil and wider community they serve, paying knowledge to the beliefs within the local community.

Online and Media

42. Pupils will learn about their rights, responsibilities and opportunities online, including the rules and principles for keeping safe online. They will be taught about how data is generated, collected, shared and used online.
43. For all schools, the topics would also be taught at an age that is appropriate for the pupil and wider community they serve.

Being Safe

44. At secondary only, pupils will be taught about the law relating to sex, including the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment. They will also learn the facts about FGM, including the physical and emotional damage it can cause, and how to access support.
45. For all schools, the topics would also be taught at an age that is appropriate for the pupil and wider community they serve.

Intimate and Sexual Relationships, Including Sexual Health

46. At secondary, pupils will learn that positive intimate relationships are based on mutual respect, loyalty and trust. They will learn about consent, contraception, reproductive health and choices permitted by the law around pregnancy. They will also learn about , sexual health and gender identity. Pupils will be taught how to keep themselves safe and understand how to get further advice if necessary, including how and where to access confidential health advice and treatment.
47. For all schools, the topics would also be taught at an age that is appropriate for the pupil and wider community they serve, giving understanding to the faiths within the local community.

Health Education

48. The physical health and mental wellbeing curriculum will continue to develop pupils' knowledge of the topics.
49. Within the statutory curriculum content, the guidance for what pupils are taught during their time at is set out below.
50. The school may change the order of the units delivered below following consideration of the age and development of pupils. A long term plan, outlining when each topic will be taught, is available upon request from the school.
51. For all schools, the topics would also be taught at an age that is appropriate for the pupil and wider community they serve.

Mental Wellbeing

52. Pupils will learn how to manage their own mental wellbeing positively, including through community service and physical exercise.
53. Pupils will learn how to articulate their emotions, how to recognise early signs of mental ill health, such as anxiety, and how to seek support if they are worried about themselves or others.

Internet Safety and Harms

54. Pupils will learn about the similarities and differences between the online and physical world. They will learn about the impact of time spent online, how to recognise and respond to harmful behaviours online, how to access support and how to negotiate social media and online forums.

Physical Health, Fitness and Healthy Eating

55. Pupils will learn about the benefits of sufficient sleep, good nutrition and physical exercise. They will be taught about the positive links between physical activity and mental wellbeing.

Drugs, Alcohol and Tobacco

56. Pupils will be taught factual information about the prevalence and characteristics of more serious mental and physical health conditions related to drugs, alcohol and tobacco. They will be given information about sources of support available to combat addiction.

At primary, pupils will be taught information about legal and illegal harmful substances and associated risks including smoking, alcohol use and drug-taking.

Health and Prevention of Illness

57. Pupils will learn about the importance of personal hygiene in the prevention of infection, good oral hygiene, positive sleep patterns, the benefits of screening and facts relating to vaccinations.

Basic First Aid

58. At secondary, pupils will learn basic treatments for common injuries, how to administer CPR and the purpose of defibrillators.

Changing Adolescent Body

59. Pupils will be taught the key facts about puberty, the changing adolescent body and menstrual wellbeing. They will be taught about the main changes which take place in males and females, and the implications for emotional and physical health.

Delivery

60. Delivery of the Relationship and Sex Education (RSE) curriculum is through:

- planned sessions within PSHE, Science, and Religious Studies curricula;
- RSE and health education complement work in several other subjects, including Computer Science / ICT and PE. Where appropriate, the school will look for opportunities to make links between subjects and integrate teaching;
- a combination of regular weekly timetabled lessons as part of the school day, plus additional opportunities across the curriculum and enrichment activities, complemented by special guest speakers where appropriate;
- a variety of teaching and learning styles which may involve the use of, for example, DVDs, drama and scenarios, individual/paired/group work or discussion techniques such as mind mapping and quizzes;
- distancing and de-personalising techniques such as 'ask-it baskets' where questions can be asked anonymously.

61. Teaching of the curriculum will reflect requirements set out in law, particularly in the Equality Act (2010), so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.

62. RSE will be delivered confidently by staff who generate an atmosphere where questions can be asked and answered openly without embarrassment and where ground rules of trust and confidentiality are agreed.

63. This area of study will commence in the secondary phase. The school will integrate LGBTQ+ content into the RSE curriculum: this content will be taught as part of the overall curriculum, rather than a standalone topic or lesson. LGBTQ+ content will be approached in a sensitive, age-appropriate and factual way. For all secondary schools, the topics would also be taught at an age that is appropriate for the pupil and wider community they serve, and to the views of the faiths within the local community.
64. All teaching and resources will be assessed to ensure they are appropriate for the age and maturity of pupils, are sensitive to their religious backgrounds and meet the needs of any pupils with SEND.
65. Teaching about the protected characteristics defined in the Equality Act (2010) will be focused on pupils' development of respect for those different to themselves.
66. Relevant visitors (specialist professionals) may, from time to time, be invited to deliver sessions which enrich the RSE programme. Any such sessions will be carefully planned and visitors must abide by this policy.
67. The monitoring of teaching and learning in RSHE is rigorous. Subject reviews, self-evaluation and improvement planning are well informed by best practice. Assessment of RSE is conducted through the monitoring and observation of pupils learning with reference to :
- knowledge and skills developed
 - attitudes and values explored
 - responses offered by pupils

Staff Development and Training

68. The school recognises that, in order to properly implement and maintain this policy, there is a requirement to ensure that key staff have the opportunity to access appropriate and relevant training and development opportunities when required.

Disclosures

69. In some cases, a question/comment may indicate a pupil to be at risk or in danger, in which case appropriate action will be taken in accordance with the Trust Safeguarding (Child Protection) Policy based on the 'Keeping children safe in education: for schools and colleges' statutory guidance.

Confidentiality

70. If a pupil poses a private question to a teacher or other member of staff and requests secrecy, no promise of secrecy or confidentiality will be given, but the pupil will be reassured that any steps taken will always be in their best interest.

Sensitive issues

71. Staff involved with RSE at the school understand that the subject can be challenging. They will provide pupils with suitable, accurate and factual information matched to their age and to their stage of physical and emotional development.
72. Staff accept that some questions may require further consideration and as such do not have to be answered directly or immediately. The teacher/specialist/adult will always make a considered decision.

They may return to questions later with the whole class, individually, or decide to refer the question to parents.

73. All staff will use their professional skills and discretion when sensitive matters arise and always keep in mind the age and maturity of the pupil.

Parental Involvement

74. The Trust and the school believe that parents/carers have a fundamental role in educating their children about relationships and health education. The Trust aims to build a positive and supportive relationship with parents through mutual trust and co-operation.

75. Parents/carers are informed about this policy and practice to reinforce the school's promotion of strong and mutually supportive relationships.

76. Parents from across Trust schools were consulted on the content of this policy.

77. The Trust will consult with stakeholders about the review of this policy, making modifications where necessary, and taking seriously any issues parents may raise. The arrangements for the review will be communicated at the time and could take the form of parental meetings or surveys.

78. The arrangements for withdrawal of pupils from RSE lessons are as follows:

79. Parents have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE.

80. Parents do not have a right to withdraw their child from the relationships or health elements of the programmes.

81. Requests to withdraw a child from sex education must be made in writing to the Headteacher of the school

82. Before granting a withdrawal request, the Headteacher or a senior leader authorised by the Headteacher, will discuss the request with the parents and, as appropriate, the child, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum.

83. The Headteacher will inform parents of the benefits of their child receiving sex education and any detrimental effects that withdrawal might have.

84. All discussions with parents will be documented and kept securely in the pupil's file.

85. Following discussions with parents, the school will respect the parents' request to withdraw their child for up to three terms before the child turns 16. After this point, if the child wishes to receive sex education teaching rather than be withdrawn, the school will make arrangements to provide the child with sex education.

86. Pupils who are withdrawn from sex education lessons will receive appropriate, purposeful education during the full period of withdrawal.

87. For requests concerning the withdrawal of a pupil with SEND, the Headteacher may take the pupil's specific needs into account when making their decision.

88. DfE Guidance

By the end of primary school:

<p>Families and people who care for me</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • that stable, caring relationships, which may be of different types, • are at the heart of happy families, and are important for children's security as they grow up. • that marriage¹³ represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
<p>Caring friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
<p>Respectful relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships.

	<ul style="list-style-type: none"> • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.
Mental wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.

	<ul style="list-style-type: none"> • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	<p>Pupils should know</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online
Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health
Healthy eating	<p>Pupils should know</p>

	<ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle

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:

Families	<p>Pupils should know</p> <ul style="list-style-type: none"> • that there are different types of committed, stable relationships. • how these relationships might contribute to human happiness and their importance for bringing up children. • what marriage is, including their legal status e.g. that marriage carries legal rights
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	<p>and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.</p> <ul style="list-style-type: none"> • why marriage is an important relationship choice for many couples and why it must be freely entered into. • the characteristics and legal status of other types of long-term relationships. • the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. • how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.
<p>Respectful relationships, including friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. • 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>Online and media</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. • not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • what to do and where to get support to report material or manage issues online. • the impact of viewing harmful content. • that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.

	<ul style="list-style-type: none"> • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. • how information and data is generated, collected, shared and used online.
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> • the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. • how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).
Intimate and sexual relationships, including sexual health	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. • that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. • the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. • that they have a choice to delay sex or to enjoy intimacy without sex. • the facts about the full range of contraceptive choices, efficacy and options available. • the facts around pregnancy including miscarriage. • that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). • how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. • about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. • how the use of alcohol and drugs can lead to risky sexual behaviour. • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.
Mental wellbeing	<ul style="list-style-type: none"> • Pupils should know • 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

	<p>positive or negative effect on their own or others' mental health.</p> <ul style="list-style-type: none"> the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.
Internet safety and harms	<p>Pupils should know</p> <ul style="list-style-type: none"> the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online. how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.
Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health. about the science relating to blood, organ and stem cell donation.
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. the law relating to the supply and possession of illegal substances. the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. the physical and psychological consequences of addiction, including alcohol dependency. awareness of the dangers of drugs which are prescribed but still present serious health risks. the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.
Health and prevention	<ul style="list-style-type: none"> Pupils should know 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,

	<p>including healthy eating and regular check-ups at the dentist.</p> <ul style="list-style-type: none"> • (late secondary) the benefits of regular self-examination and screening. • the facts and science relating to immunisation and vaccination. • the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.
Basic firstaid	<p>Pupils should know</p> <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.
Changing adolescent body	<p>Pupils should know</p> <ul style="list-style-type: none"> • key facts about puberty, the changing adolescent body and menstrual wellbeing. • the main changes which take place in males and females, and the implications for emotional and physical health.

89. THE RIGHT TO WITHDRAW

There is no parental right to withdraw from Relationships Education, Health Education or the National Curriculum Science as these are a statutory part of the curriculum

We will work in active partnership with parents/carers, value their views and keep them informed about our RSHE provision. If a parent/carer has any concerns about the RSHE provision we will take time to address their concerns and allay any fears they may have. If any parents/carers decide to withdraw their child we shall work with them and their child to explore possible alternative provision. As with all other areas of school life we will strongly encourage full participation in this area of the curriculum.

Parents have the right to withdraw from topics taught outside of these areas and relating to Sex Education, for example, how a baby is conceived and born.

Withdrawal Process:

Parents wishing to withdraw their child from the non-statutory elements of Sex Education: two weeks prior to RSHE lessons being taught, parents will be informed that they have the right to withdraw them from these RSHE lessons. A letter will be sent out to parents informing them of the dates of when the non-statutory sex education content will be taught. Parents can then make an informed choice and if they want to withdraw their child from those lessons then they can notify the school. A letter signed by the parent/ carer should be addressed to the Headteacher and alternative work will be set.

Young Person's right to opt in for Sex Education in Secondary School taught as part of the statutory RSHE

Young people have the choice to 'opt in' for Sex Education from 3 terms before they turn 16 and the school will make this clear to students. This sex education will then be provided to the young person during one of those terms.