

ETON ACADEMY

PSHE (Personal, Social, Health Education) Policy (including Relationships and Sex Education [RSE])

| Version Control | |
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| Implementation Date | December 4, 2023 |
| Reviewed | July 29, 2024 |
| Next Review | July 2025 |

1. Background

- 1.1. It is mandatory for all schools to offer a curriculum that is comprehensive, well-rounded, and tailored to the needs of every student.
- 1.2. PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.
- 1.3. At Primary level we must teach relationships education and at Secondary level we must teach relationships and sex education (RSE) under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance
- 1.4. We must teach health education to both levels under the same statutory guidance.
- 1.5. According to section 78 of the Education Act 2002 and the Academies Act 2010, a personal, social, health and economic (PSHE) curriculum must:
 - 1.5.1. Foster the spiritual, moral, cultural, mental, and physical development of students within the school and in their broader societal roles.
 - 1.5.2. Equip students with the necessary skills and knowledge for the various opportunities, responsibilities, and experiences they will encounter in their future lives.
- 1.6. At Eton Academy, we are committed to the comprehensive personal, social, and emotional development of our students. Our PSHE & RSE policy is designed to align with UK statutory guidance, yet it is tailored to embrace and respect the diverse cultural values present within our international community.
- 1.7. Our Wellbeing Officer and PSHE & RSE teacher is Samantha Tarpey (samantha.tarpey@eton-academy.net)

2. Aims:

- 2.1. Provide developmentally suitable PSHE & RSE that aligns with the UK curriculum standards

- 2.2. Promote the formation of healthy, respectful relationships and enhance responsible decision-making capabilities
 - 2.3. Arm students with essential knowledge for personal safety and awareness of their rights
 - 2.4. Ensure an inclusive and relevant PSHE & RSE curriculum, tailored to the diverse backgrounds and needs of our students.
3. Curriculum:
- 3.1. The curriculum is designed to be age-appropriate for students aged 7 to 11 and 11-16, with RSE topics including healthy relationships, consent, puberty, sexual health, sexuality, healthy lifestyle choices, the risks associated with social media, and online safety .
 - 3.2. Integration of RSE within PSHE lessons and across other areas of the curriculum, such as science and humanities.
 - 3.3. Sessions will be delivered sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law.
 - 3.4. We aim to deliver the curriculum in a non-judgemental, factual way and allow scope for young people to ask questions in a safe environment
 - 3.5. Regular review of resources to guarantee appropriate representation, accessibility, and cultural sensitivity.
4. Working with Parents:
- 4.1. The role of parents in the development of their children’s understanding about relationships and health is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.
 - 4.2. Parents are kept informed about the school's PSHE & RSE policy and curriculum, with their active involvement highly encouraged.
 - 4.3. Sessions for parents are organised to preview topics and teaching materials, offering them an understanding of the content and an opportunity to provide their feedback and suggestions.

5. Opt-in/Withdrawal of topics

UK based families

- 5.1. UK based students should attend all **Relationships Education** and **Health Education** (which includes learning about the changing adolescent body and puberty) as per statutory guidance.
- 5.2. Parents are able to withdraw their child (following discussion with the school) from any or all aspects of **Sex Education**, other than those which are part of the science curriculum, up to and until three terms before the age of 16.
- 5.3. After that point, the guidance states that ‘if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.’

International families

- 5.4. Students outside of the UK do not need to abide by the Relationships Education, Relationship Sex Education (RSE) and Health Education guidance given by the British government.
- 5.5. Eton Academy will automatically enrol students in its ‘core’ topics of **Relationships education** and **Health education**.
- 5.6. International families will then be invited to review and discuss potentially culturally sensitive topics (such as topics on alcohol and sex education) and will be asked whether they would like their child to opt-in to these topics. The school will engage in discussions to highlight the benefits and potential drawbacks of such exemptions, striving to find agreeable alternative solutions.

6. Inclusivity:

- 6.1. Our curriculum is accessible to all students, including those with Special Educational Needs and Disabilities (SEND), facilitated through tailored and differentiated instruction.
- 6.2. Our PSHE & RSE program is founded on the principle of respect for individuals from all backgrounds, cultures, and sexual orientations. Any use of derogatory language is promptly addressed and challenged.

7. Equality

- 7.1. This policy will inform the school's Equalities Plan.
- 7.2. 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."
- 7.3. "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."
[Dfe Guidance p.15.](#)

8. PSHE (personal, social, health and economic)

- 8.1. At Eton Academy, we follow guidance from the PSHE Association (<https://pshe-association.org.uk/>) which is funded by the UK Government and is the national body for personal, social, health and economic (PSHE) education. The PSHE association provides us with comprehensive and carefully thought out schemes of work, lesson plans and resources to ensure our students receive the best education in this vital curriculum area.
- 8.2. Students take part in weekly PSHE lessons (lasting between 30 minutes to 1 hour) in order to explicitly teach the topics
- 8.3. The topics are divided up the same way across all year groups;
 - 8.3.1. Term 1 = Relationships
 - 8.3.2. Term 2 = Health and Wellbeing
 - 8.3.3. Term 3 = Living in the Wider World
- 8.4. Our curriculum provides a spiral approach to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended year on year. This is grounded in the established evidence base for effective practice in PSHE education.
- 8.5. Even though much of 'Living in the wider world' is not included in statutory requirements, the theme as a whole remains vitally important for pupils' personal development and economic well being, as well as in supporting schools to meet the Gatsby Benchmarks for careers education as part of the DfE Careers Strategy.

9. RSE (Relationships and Health Education) Department for Education Guidance

https://assets.publishing.service.gov.uk/media/62cea352e90e071e789ea9bf/Relationships_Education_RSE_and_Health_Education.pdf

“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.” 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.” p.4

“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.” p.4

“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. p.4

“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.” p.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.” p.8.

“All schools must have in place a written policy for Relationships Education and RSE.” p.11.

10. Our PSHE and RSE policy is influenced by existing DfE guidance:
 - 10.1. [Keeping Children Safe in Education 2023](#) (statutory guidance)
 - 10.2. [Equality Act 2010 and schools](#)
 - 10.3. [SEND code of practice](#) (statutory guidance)
 - 10.4. [Alternative Provision](#) (statutory guidance)
 - 10.5. [Mental Health and Behaviour in Schools](#) (advice for schools)
 - 10.6. [Preventing and Tackling Bullying](#) (advice for schools, including advice on cyberbullying)
 - 10.7. [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
 - 10.8. [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))
 - 10.9. [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development.

11. Other Eton Academy Policies which are relevant to this policy include;
 - 11.1. Child Protection and Safeguarding Children Policy
 - 11.2. Curriculum Policy
 - 11.3. Careers Guidance Policy
 - 11.4. E-safety Policy
 - 11.5. Equality and Diversity Policy
 - 11.6. Preventing Extremism and Radicalisation Policy

12. Monitoring and Review

The Senior Management Team, reviews and monitors this policy on an annual basis. It is reviewed on an annual basis if the policy needs modification. Alongside Senior Managers the teachers scrutinise and ratify teaching materials to check they are in accordance with the school's ethos and regulations.

Department For Education Guidance

Primary (Grades 3-6)

The Dfe guidance states that by the end of Primary School (KS2, Grades 3-6):

| Relationships | |
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| <p>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.</p> <p>From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.</p> | |
| Families and people who care for me | <p>Pupils should know</p> <ul style="list-style-type: none"> ● that families are important for children growing up because they can give love, security and stability. ● the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. ● that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. ● that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. ● that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. ● how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. |
| Caring friendships | <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. |

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| Respectful relationships | <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. ● 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. |

Physical health and mental wellbeing

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

This starts with pupils being taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

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| Mental wellbeing | <p>Pupils should know</p> <ul style="list-style-type: none"> ● that mental wellbeing is a normal part of daily life, in the same way as physical health. ● that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. ● how to recognise and talk about their emotions, including having a ● varied vocabulary of words to use when talking about their own and others' feelings. ● how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. ● the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. ● simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. ● isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. ● that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. ● where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). ● it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. |
| Internet safety and harms | <p>Pupils should know</p> <ul style="list-style-type: none"> ● that for most people the internet is an integral part of life and has many benefits. ● about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and 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. |

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| 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. |

Secondary

The Dfe guidance states that by the end of Secondary School (KS3, Grades 7-11):

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:

Relationships and Sex Education (RSE)

The Dfe guidance states the following;

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 programme, 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). 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) 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.

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| 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 and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. ● why marriage is an important relationship choice for many couples and why it must be freely entered into. ● the characteristics and legal status of other types of long-term relationships. ● the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. ● how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed. |
| Respectful relationships, including friendships | <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. |

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| Online and media | <p>Pupils should know</p> <ul style="list-style-type: none"> ● their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. ● about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. ● not to provide material to others that they would not want shared further and not to share personal material which is sent to them. ● what to do and where to get support to report material or manage issues online. ● the impact of viewing harmful content. ● that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. ● that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. ● how information and data is generated, collected, shared and used online. |
| Being safe | <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). |

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| 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 pressuring 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. |
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Physical health and mental wellbeing:

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.

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

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| Mental wellbeing | <p>Pupils should know</p> <ul style="list-style-type: none"> ● how to talk about their emotions accurately and sensitively, using appropriate vocabulary. ● that happiness is linked to being connected to others. ● how to recognise the early signs of mental wellbeing concerns. ● common types of mental ill health (e.g. anxiety and depression). ● how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. ● the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness. |
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| 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. the facts and science relating to immunisation and vaccination. the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn. |
| Basic first aid | <p>Pupils should know</p> <ul style="list-style-type: none"> basic treatment for common injuries. life-saving skills, including how to administer CPR.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. |

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 (FGM)