



## **RELATIONSHIPS, SEX EDUCATION, AND HEALTH EDUCATION POLICY**

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.

Relationships, Sex and Health Education will take place within the Personal, Social, Health and Citizenship Education (PSHCE) programme, in Philosophy and Belief, which will emphasise the moral aspects of sexuality, and in Science, where students will look at the biological aspects. The teaching offered by the School should be seen as complementary and supportive to the role of parents, and should be sensitive and age appropriate in approach and content, including any SEND pupils identified.

In the Junior Department, these subjects are seen as 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. In the Senior School, teaching will build on the knowledge acquired at primary level and develop further pupils' understanding of health, with an increased focus on risk areas, such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex.

Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children's happiness. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. We need to give them the knowledge and capability to take care of themselves and receive support if problems arise.

The aim of our programme is to instil in our students a respect for human life and the dignity of the human person through:

- giving clear, accurate, appropriate and up-to-date information on sexual issues
- helping students to acquire skills which will enable them to make informed choices and decisions in their lives, looking clearly at their responsibilities, first to themselves and then towards others
- providing a climate that allows individuals to feel valued and affirmed, and, therefore, safe and unthreatened, enabling them to put forward and explore their ideas and feelings
- providing the opportunity for students to explore and clarify attitudes and values in their developing experience of relationships and sexuality
- raising awareness of all that undermines the dignity of self and others
- guiding students towards spiritual, mental, emotional and physical wellbeing



encouraging a respect for those who represent the diversity of human experience, culture and sexuality, and ensuring that Fundamental British Values are not undermined in any way.

- to ensure that we comply with legal requirements.

## **BACKGROUND TO THE PROGRAMME**

### **Process of Policy development and consultation**

It is important that the whole School community is involved in the process of developing PSHCE and the provision for Relationships, Sex and Health education. This has meant, and will continue to mean, consultation with students, parents, staff and other members of our School community, and the Governors. It also means looking beyond ourselves to the wider community in which we live.

### **The Purpose of this Document**

The purpose of this policy document is:

- to give clear guidelines to all who are concerned in planning, delivering and contributing to relationships, sex and health education at LHS
- to ensure by consultation that we have provided a clearly thought-out programme which meets the needs of our students
- to make clear the roles and responsibilities that people hold
- to emphasise our whole School approach: we are all involved in developing education in sexuality in the day-to-day life at LHS
- to define the parameters in which we are to work

### **The Framework**

This policy has been written following the guidance on good practice given in the document Relationships Education, Relationships and Sex Education (RSE) and Health Education (2020), the Children and Social Work Act (2017), the Equality Act (2010) and the Education Act (2002), particularly section 80A in relation to the provision of education by maintained Schools. It was also written bearing in mind the requirements of the Every Child Matters agenda. It has links with the Safeguarding and Child Protection Policy.

*Under the terms of the 1996 Education Act, parents have the right to request that their child be withdrawn from some or all of the sex education aspect of RSE – any requests and the decisions made will be recorded. The School will first discuss the request with parents, to clarify the reasoning behind it, and to explain the benefits of receiving this education and, in the opinion of the School, any detrimental effects withdrawal may have on the pupil. After these discussions, the School will review the parent's request to withdraw their child up to, and until, **three terms** before the pupil turns 16. At this point, the School will make arrangements for the pupil to receive sex education should the pupil want to. There is, however, no right to withdraw pupils from relationships education at primary or secondary level. Neither can parents veto curriculum content.*

### **Timetable for Review of this Policy**



The PSHCE and Relationships, Sex and Health Education policies feed into the School Development Plan and will be reviewed on a regular basis by the Pastoral Committee, and the Governors' Education Committee and Full Board.

### **Monitoring Reviewing and Evaluation**

In order to ensure effective practice, and to keep up-to-date on information, it is essential that the programme for Relationships, Sex and Health Education is reviewed and evaluated on a regular basis. Careful attention will be paid to the evaluation sheets which are completed at the end of each year's programme. Staff will analyse what was well received and which topics stimulated the students to think for themselves and develop their self-awareness and critical skills. This information will be discussed by the Heads of Year/Key Stage at the end of each summer term, in order to inform and improve future teaching.

## **UNDERLYING PRINCIPLES OF THE PROGRAMME**

### **Beliefs, attitudes and values**

Our sex education programme will be developmental, giving accurate and appropriate information which is inclusive and accessible to all our young people. It is taught within a framework of moral principles. In order to carry out these principles in practice, it is important that every pupil is helped to realise the importance of respecting themselves and others in their relationships both at School and outside, and the responsibility that they have both to themselves and to others in the choices and decisions that they make.

Values can be taught and can be learnt by experience and example, but they cannot be imposed. Students will be given the opportunity to discuss values and morality. This will encourage the growth of self-awareness and will enable them to develop morally and establish their own values framework.

Discussion of moral values will not take place in the abstract, but will relate to young people's experience and expectations of relationships, sexuality, and wider moral issues which will affect their lives. It is important that they realise that strong emotional feelings are experienced in sexual intimacy, and that they are aware of their responsibility in showing respect and care for their own and the other person's feelings, decisions, rights and bodies.

Students will be encouraged to consider values which demonstrate compassion and care when interacting with people whose ideas do not conform with their own.

### **Knowledge and Information**

The Relationships, Sex and Health Education delivered should be tailored not only to the age, but also to the understanding of the pupils and should take into account their different religious backgrounds.

All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes.



Young people require sufficient knowledge and information about sexual issues to prepare them for adult life and inform their decisions. Media messages, old wives tales and rumour sometimes cause confusion over the facts, and perpetuate ignorance and bias. We encourage students to examine such sources critically.

Young people need the space in which they feel safe and able to discuss their fears and share their misunderstandings, and where they are able to challenge, question and explore what sexuality means, and how it is expressed in themselves, in others and in society.

Research has shown that effective sex education, both in School and at home, can lead to more responsible behaviour and a reduced likelihood of early sexual activity and risk of psychological and physical harm. At the start of any topic or session, it is important that teachers sensitively examine the knowledge that the students already have, which will give them a realistic starting point. Liaison with parents and the Junior Department is particularly important in helping the School establish a programme that meets real needs.

**The information and knowledge content of the programme will include the following:**

- Full, accurate and up-to-date information about growth and development on topics, including puberty, sexual relationships, conception, fertility control, childcare and responsible parenthood, including the legal aspects of sexuality; positive and negative consequences of sexual practice; HIV/AIDS; unplanned pregnancy; STIs and cervical cancer; awareness of FGM
- Information about the essential elements involved in establishing and maintaining close relationships which are central to personal happiness
- Looking at what friendship and love involve in real terms
- Information which aims to educate against prejudice
- Teaching of the major world religions on sexual morality, relationships, commitment, marriage and family life

**Skills**

Social skills in learning about relationships cannot just be taught; they evolve on the basis of individual and shared experiences. Success in acquiring these skills depends on young people feeling valued themselves. Our first task is to try to increase their self-esteem, confidence and integrity.

In sex education, opportunities will be provided for students to:

- assess evidence
- make individual and group decisions
- learn to listen and negotiate
- look at ways of dealing with conflict and solving problems.

Independent and group work will enable students to:

- explore other people's points of view
- consider diversity, fairness and justice
- consider prejudice and discrimination.



It is hoped that developing their questioning skills and critical ability will help pupils to make informed and balanced choices and become more self-aware.

## **ORGANISATION and DELIVERY of the PROGRAMME**

### **Relationships, Sex and Health Education on the LHS Timetable**

Relationships, Sex and Health Education is delivered through the PSHCE programme. The moral aspects of sexuality will be explored in Philosophy and Belief and PSHCE lessons. Biological aspects will be covered during Science lessons, and in PSHCE.

The overall planning, preparation of materials and much of the delivery of the programme is done by the Head of PSHCE, supported by, and in consultation with, the Heads of the Biology and Philosophy and Belief departments, the School Nurse and members of staff with pastoral responsibility. Wider aspects regarding sexuality and relationships are integrated in all pastoral and curricular areas embracing a whole School approach.

### **Methodology and Approach**

Staff delivering the Relationships, Sex and Health Education programme need to be aware of their own values and the impact they could have on their students.

#### Junior Department

Whole class discussion, stories, use of information books, videos, School Nurse, clubs, answering pupils' questions.

#### Senior School

Science: whole class discussion, videos, individual assignments.

PSHCE and Religious Studies: a variety of approaches is used including whole class and group discussion, decision-making, problem-solving, assessment of evidence, teacher-led activities, role-play and video, outside speakers, School Nurse, use of GCSEpod.

#### Sixth Form

Discussion, outside speakers (when possible), current media including newspapers, videos and websites, independent assignments.

### **Resources**

Resources are carefully selected from a wide range of sources and are regularly reviewed and evaluated by staff, and, where appropriate, by students. When selecting resources, care is taken to ensure that the information given is appropriate to the age of the students and relates to their experiences, as well as fitting the values and ethos of the School.

### **Training**

Training is on-going in order to ensure good practice. It is important that teachers who are willing to be involved in sex education are given support and feel confident in what they are doing.

## **SENSITIVE ISSUES**



## **The position concerning giving advice on contraception to students under 16.**

### **The Legal Position**

*A teacher's pastoral concerns should never trespass on parental rights and responsibilities. As a general rule, teachers should not give contraceptive advice to an individual pupil under the age of 16. A pupil requesting advice on any aspect of sexual behaviour should be encouraged to discuss the matter with her parents and (if appropriate) a relevant health professional, possibly the School Nurse.*

### **School Practice**

Teachers should not give students advice on contraception pertaining to their *individual personal situation, but should encourage them to speak to their parents.* If students say they are unable to seek help from their parents, the member of staff concerned should, only after a careful discussion with them on the moral, physical and legal implications, inform the child about how to seek help from appropriate health professionals. *Students should have the right to information about who these professional people are and where they can be found in their local areas. This information may be accessed through the School Nurse.*

Teachers are able to discuss with individual students the *issues that surround* the use of contraception. If the teacher is uncertain about any of the issues involved and seeks advice or support from another member of staff within the School, or a health professional outside, it is important to respect the student's confidentiality by presenting a hypothetical situation which will exclude their identity.

### **Answering students' questions**

Ground rules for asking questions should be established at the outset in sex and relationships lessons. If teachers do not feel comfortable with questions, they should seek advice from either their Head of Year/Key Stage, or the Head of PSHCE. They should not feel obliged to answer difficult questions immediately, and to do so could be inappropriate in a class forum.

### **Procedures concerning Confidentiality and Disclosure**

It is important that students understand the position regarding confidentiality between themselves and staff before speaking to them in confidence.

**Teachers should not make promises of confidentiality to a student that cannot be kept.** *It is important that young people feel confident that they are able to approach teachers for information and support on issues that may relate to their sexual behaviour. It is vital that teachers are able to respond to young people's requests for help and do not turn them away. It is unlikely that young people will trust teachers if they feel that this information will be passed on to their parents.*

*Where the circumstances are such as to lead a teacher to believe that a pupil has embarked upon, or is contemplating, a course of conduct which is likely to place her at physical risk or in breach of the law, the teacher has a general responsibility to ensure that the pupil is aware of the implications and is urged to seek advice. In such circumstances, the teacher should inform the Headmaster or the Deputy Head. Arrangements should be made for the pupil to be counselled if appropriate and,*



*where the pupil is under age, for the parents to be made aware, preferably by the pupil herself, with the support of the school if necessary.*

**If there is any disclosure which indicates that a student is at risk of, or has experienced, abuse it is essential that the Designated Safeguarding Lead (Mrs Sarah Davies) is informed immediately. Teachers are made aware of the need for strict confidence, for the absolute need for disclosure to no-one but the Designated Safeguarding Lead or her Deputy DSL, or the School Nurse. If necessary, they should make a disclosure straight to the appropriate external organisation.**

**The designated teachers for safeguarding children are:**

<b>EYFS:</b>	Natalie Weller (EYFS Co-ordinator)
<b>Years 1-13:</b>	Sarah Davies (Head of the Junior Department) Jo Rose (Senior School)

All staff should be familiar with the **Safeguarding and Child Protection Policy**. **It is important that outside speakers are aware of these procedures.**

#### **TEACHING at LHS about HIV and AIDS**

The aim at LHS is to promote the well-being of all individuals who make up the School community. Students who have AIDS, or who are HIV positive, can attend any school without any obligation to inform the Headmaster (many parents do not wish to disclose this information for fear of discrimination - something we should all be aware of). Staff are also under no obligation to disclose the same information. HIV and AIDS are part of the society in which we live.

LHS works to provide an informed understanding of HIV and AIDS for all in the School. We aim to achieve equality of opportunity and to challenge the prejudice, homophobia and ignorance that perpetuate the myths surrounding HIV and AIDS.

#### **Aims for teaching about HIV and AIDS at LHS**

- To promote a whole School approach to HIV and AIDS
- To impart current factual information about HIV and AIDS in a clear and explicit way in order to allay fears about the spread of the virus, and to inform them about the precautions that can be taken to minimize transmission of STIs
- To raise the students' awareness about the importance of demonstrating our care, hope and support for those infected with HIV and AIDS
- To provide opportunities for students to clarify their values and attitudes towards people with HIV and AIDS
- To acknowledge the importance of equal opportunity with regard to people with HIV and AIDS
- To promote responsible sexual behaviour
- To prepare the students for adult life.



## **SPECIFIC AIMS FOR EACH STAGE OF THE RELATIONSHIPS, SEX AND HEALTH EDUCATION PROGRAMME**

### **Relationships, Sex and Health Education within the Junior Department (Foundation Stage and Key Stages 1 and 2)**

Relationships, Sex and Health Education is taught throughout the Junior Department as part of the National Curriculum Science programmes of study. In addition, Years 5 and 6 receive a series of lessons taught by the School Nurse (Year 5: Periods and Growing Up; Year 6 Personal hygiene and Your body. Additional areas are then targeted as required by teaching staff and form teachers). In all year groups, the PSHCE programme is used to support the children as they grow and change, using appropriate resources from Jigsaw.

### **Sex Education (Primary)**

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools; therefore the curriculum covered concentrates on relationship as outlined below:

#### **Pupils will know and understand about families and people who care for them**

- 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

#### **Pupils will know and understand about caring friendships**

- How important friendships are in making us feel happy and secure, and how people choose and make friends
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- That most friendships have ups and downs, and that these can often be worked through so that 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

### **Pupils will know and understand about respectful relationships**

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs
- Practical steps they can take in a range of different contexts to improve or support respectful relationships
- The conventions of courtesy and manners
- The importance of self-respect and how this links to their own happiness
- That in School and in wider society, they can be expect to be treated with respect by others, and that, in turn, they should show due respect to others, including those in positions of authority
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- What a stereotype is, and how stereotypes can be unfair, negative or destructive
- The importance of permission-seeking and giving in relationships with friends, peers and adults

### **Online relationships**

- That people sometimes behave differently online, 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 consider critically their online friendships and sources of information, including awareness of the risks associated with people they have never met
- How information and data is shared and used online

### **Being safe**

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- About the concept of privacy and the implication 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 hard until they are heard
- How to report concerns or abuse, and the vocabulary and confidence needed to do so
- Where to get advice, for example, family, School and/or other sources

Although not compulsory for Independent Schools, we also aim to cover much of the physical health and wellbeing outlined in the Appendix, in particular, the section on the **Changing Adolescent Body**:

- Key facts about puberty and the changing adolescent body, particularly from ages 9-11, including physical and emotional changes
- About menstrual wellbeing, including the key facts about the menstrual cycle

### **Relationships, Sex and Health Education (RSE): Secondary**

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.

By the end of Secondary School, pupils should have continued to develop knowledge on topics specified for Primary as required, and, in addition, cover the following content.

#### **Families**

- That there are different types of committed, stable relationships
- How these relationships might contribute to human happiness and their importance for bringing up children
- What marriage is, including their legal status, for example, that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony
- Why marriage is an important relationship choice for many couples and why it must be freely entered into
- The characteristics and legal status of other types of long-term relationships
- The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting
- How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed

#### **Respectful relationships, including friendships**



- The characteristics of positive and healthy friendships (in all contexts, including online), including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship
- Practical steps they can take in a range of different contexts to improve or support respectful relationships
- How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help
- That some types of behaviour within relationships are criminal, including violent behaviour and coercive control
- What constitutes sexual harassment and sexual violence and why these are always unacceptable
- The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

### **Online and Media Relationships**

- 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, for example, pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail
- How information and data is generated, collected, shared and used online

### **Being safe**

- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships



- how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

### **Intimate and sexual relationships, including sexual health**

- How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship
- That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing
- The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women
- 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.

### **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)

Although not compulsory for Independent Schools, we also aim to cover much of the physical health and wellbeing outlined in the Appendix, in particular the section on the **Changing adolescent body**

- Key facts about puberty, the changing adolescent body and menstrual wellbeing
- The main changes which take place in males and females, and the implications for emotional and physical health

### **Relationships, Sex and Health Education in the Sixth Form**

In the Sixth Form, we adopt a flexible approach to Relationships, Sex and Health Education, providing students with the most up-to-date information about issues which are relevant to them as adults. Professional medical practitioners are invited in to speak to Years 12 and 13.

#### **Aims:**

- To address the needs of pupils soon to leave home and live independently, by raising awareness of the personal challenges which university life can present
- To inform students about topics including STIs, HIV/AIDS, contraception and pregnancy, fertility and infertility, inherited genetic disorders, aspects of parenthood and bioethics, and to facilitate discussion of such issues
- To acknowledge and explore the diversity of moral and sexual attitudes in our society, including issues around consent, stalking and coercive behaviour, domestic abuse and forced marriage.

## **APPENDIX (1)**

### **Physical Health and Mental Wellbeing: Primary**

#### **Mental Wellbeing**

- That mental wellbeing is a normal part of daily life, in the same way as physical health
- That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness



- Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
- Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
- It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

### **Internet Safety and Harms**

- That for most people the internet is an integral part of life and has many benefits
- About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing
- How to consider the effect of their online actions on others and knowhow 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**

- 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 if they are worried about their health

### **Healthy Eating**



- What constitutes a healthy diet (including understanding calories and other nutritional content)
- The principles of planning and preparing a range of healthy meals
- The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)

### **Drugs, Alcohol and Tobacco**

- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

### **Health and prevention**

- How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
- The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist
- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing
- The facts and science relating to immunisation and vaccination

### **Basic First Aid**

- How to make a clear and efficient call to emergency services if necessary
- Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

### **Changing Adolescent Body**

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

### **Physical Health and Mental Wellbeing: Secondary**

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.

#### **Mental Wellbeing**

- How to talk about their emotions accurately and sensitively, using appropriate vocabulary
- That happiness is linked to being connected to others
- How to recognise the early signs of mental wellbeing concerns
- Common types of mental ill health (for example, anxiety and depression)



- How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health
- The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

### **Internet Safety and Harms**

- The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image, how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online
- How to identify harmful behaviours online (including bullying
- Abuse or harassment) and how to report, or find support, if they have been affected by those behaviours

### **Physical Health and Fitness**

- The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress
- The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health
- About the science relating to blood, organ and stem cell donation.

### **Healthy Eating**

- How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer

### **Drugs, Alcohol and Tobacco**

- The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions
- The law relating to the supply and possession of illegal substances
- The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood
- The physical and psychological consequences of addiction, including alcohol dependency
- Awareness of the dangers of drugs which are prescribed but still present serious health risks
- The facts about the harms from smoking tobacco, particularly the link to lung cancer, the benefits of quitting and how to access support to do so.





### **Health and Prevention**

- About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics
- About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist
- (late Secondary) the benefits of regular self-examination and screening
- The facts and science relating to immunisation and vaccination
- The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn

### **Basic First Aid**

- Basic treatment for common injuries
- Life-saving skills, including how to administer CPR
- The purpose of defibrillators and when one might be needed

### **Changing Adolescent Body**

- Key facts about puberty, the changing adolescent body and menstrual wellbeing
- The main changes which take place in males and females, and the implications for emotional and physical health

### **APPENDIX (2)**

In the Senior School, some subject areas cover specific aspects of RSE:

#### **Philosophy & Belief**

Relationships are discussed throughout the Philosophy and Belief programme, and discussions, debating and interpersonal skills all have a large role to play. Particular topics covered in Philosophy and Belief, include “Who am I?” in Year 6; and at KS4, medical ethics, including abortion, and human relationships, which includes marriage, divorce, family and the moral issues associated with contraception.

#### **Biology**

Year 7 – the biology of human reproduction, including sexual intercourse, fertilisation, gestation and birth.

Year 8 – spread of disease and vaccination – the relevance of the HPV vaccination.

GCSE – sections of b1a in Year 10

#### **PSHCE**

As with Philosophy and Belief, relationships, interpersonal skills, debating, discussion and role plays all play a major part.

Specific issues covered relevant to SRE:

Health and hygiene in Year 6 including talk from School Nurse, also strengths and weaknesses.

Puberty, menstruation, personal hygiene and talk from School Nurse in Year 7, also friendship and self-esteem.



Issues around HPV vaccination in Year 8 as well as relationships and family issues.  
Introduction to contraception in Year 9 and Human Rights issues.  
Methods of contraception, well-woman talk, STIs, consent, and stalking in Year 10.  
Legal issues, female genital mutilation in Y7 and consent, date rape and the dangers of pornography in Year 11.  
External speaker to talk to Sixth Form about contraception and other matters, including consent.

Sponsor update	JP/DM
School Committee review	Pastoral Committee January 2022
Leadership Team review	January 2022
Governor Committee review	Education Committee February 2022
Next Update	Annual February 2023