



Marches Academy Trust

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Relationships, Sex and Health Education (RSHE) Policy

Contents

1. Policy Overview	3
1.1. Introduction	3
1.2. Statutory Requirements	3
2. Policy Development.....	4
3. The Morals and Values Framework	4
4. Teaching & Delivery	5
4.1. Teaching RSHE	5
4.2. Delivery	5
5. Equal Opportunities	7
6. Whole School Approach.....	7
7. Roles & Responsibilities.....	9
7.1. The Governing Body.....	9
7.2. The Headteacher	9
7.3. Staff.....	9
7.4. Pupils.....	9
7.5. Parents & Guardians	9
8. Parents' right to withdraw	9
9. Training.....	10
10. Monitoring & Evaluation.....	10
11. Safeguarding and Pastoral Support	10
12. Dealing with Bullying.....	10
13. Access to this Policy	11
14. Appendix 1: By the end of primary school pupils should know.....	12
15. Appendix 2: By the end of secondary school pupils should know	14
16. Appendix 3: Parent form: withdrawal from sex education within RSHE.....	20

1. Policy Overview

1.1. Introduction

Relationships, Sex and Health Education (RSHE) is a curriculum area which supports the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSHE is not about the promotion of sexual activity.

We recognise that children can pick up information about sex from pre-school age onwards. They do so through observation, overheard conversations, friends and relatives, the media, other children etc. Taken together, these sources provide mixed messages which can confuse and mislead children and young people; in some cases, even provoke acute anxiety and guilt. Given that it is impossible to protect children from these sources of misrepresentation, and given every child's entitlement to accurate information and its link to safeguarding, we believe that we have a duty to offer relationships, sex and health education (RSHE).

Our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships. It involves a combination of sharing information, and exploring issues and values.

The aims of RSHE at our Trust are in line with the Department of Education's guidance to:

- Provide a framework in which sensitive and non-judgemental discussions can take place.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Teach pupils how to respect their body, look after their body and provide a curriculum that embodies the spiritual, moral, social and cultural values we teach in each of our pupils.
- Provide accurate information about RSHE and dispel myths;
- Explore a range of attitudes towards sex and relationships education issues and to help students to reach their own informed views;
- Develop respect and care for others;
- Develop skills relevant to effective management of relationships and sexual situations.

1.2. Statutory Requirements

The Department for Education introduced compulsory Relationships Education for primary pupils, and Relationships, Sex and Health Education (RShE) for secondary pupils from September 2020. Academies in England and Wales have a legal responsibility to provide a 'sex education' programme.

Our schools must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

At Marches Academy Trust we offer the National Curriculum, including meeting the requirements to teach science which include the elements of sex education contained in the

science curriculum.

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

At Marches Academy Trust we teach RSHE as set out in this policy and offer information on our website for more detail on funding agreements and articles of association.

2. Policy Development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – all relevant information including relevant national and local guidance has been reviewed by staff within schools.
2. Following this there has been a process of staff consultation – Headteachers and school staff are given the opportunity to look at the policy and make recommendations.
3. As we value our communities opinions and views, we inform parents of this policy and they are invited to share views about the policy.
4. Pupil consultation – we investigate what exactly pupils want and need from their RSHE.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

3. The Morals and Values Framework

Our approach to RSHE is conducted within a clear morals and values framework based on the following principles:

- The value of stable and loving relationships.
- Respect, understanding and empathy towards others who may have different backgrounds, faiths, cultures, sexuality, feelings and views.
- The development of relationships, including sexual relationships, based on mutual consent rather than coercion.
- The right not to be abused by other people or to be taken advantage of.
- We believe that all of the young people across the Trust should learn about growing up within a well-planned, empathetic framework, which stresses the importance of responsibility, understanding, and the ability to make reasoned, informed choices and decisions.
- We believe that all of the young people across the Trust should learn about the importance of the family, and the crucial role of parents/carers in their moral development.

- We believe that all of the young people across the Trust need the knowledge and awareness of the importance of individual and collective moral responsibility, and the ability to make informed choices about their own moral, emotional, physical and sexual health and development.
- We believe that an important element of their personal, social, and moral education is the question of personal integrity and safety, and an awareness of the importance of the moral and legal framework which must exist in society.
- We believe that RSHE must form an important element of a whole-school approach to moral and health education. It needs to be part of a wider moral framework of encouraging sensible, informed choices in relation to the child's future physical, emotional and spiritual development and well-being.

Sex and relationships education involves consideration of a number of sensitive issues about which different people may hold strong views. The Trust's approach to sex and relationships education will be balanced and take account of, and be sensitive to, different viewpoints but will not be biased.

4. Teaching & Delivery

4.1. Teaching RSHE

Across the Trust, RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are also taught within the science curriculum, and other aspects are included in religious education (RE).

RSHE focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me.
- Caring friendships.
- Respectful relationships.
- Online relationships.
- Being safe.

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

4.2. Delivery

In our primary schools, RSHE is delivered by the class teachers and outside agencies as appropriate. Relationships Education is a fundamental part of our PSHE curriculum offer throughout Key stages 1 and 2 for all pupils. The DfE continues to recommend therefore that 'all primary schools should have a Sex Education programme tailored to the age and physical and emotional maturity of the pupils. We support this, and in Upper Key stage 2 through our planned curriculum, we aim to ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on the knowledge of the human life cycle set out in the national curriculum for Science – how a baby is conceived and born.

We believe in consulting our parents on the content of what will be taught. We offer parents support in talking to their children about sex education and how to link this with what is being taught in school in relation to the developmental differences of children. We offer parents the right to withdraw their children from Sex Education and will work to aid children's understanding of the key concepts in a way that is appropriate to their developmental stage.

In our secondary schools, the main sex and relationships education programme is delivered through personal, social and health education and citizenship lessons by tutors, with the support of the Pastoral team. In addition, certain biological aspects are delivered through Science lessons, and other aspects of sex and relationships education arise in Religious Education, History, English and Drama.

A wide range of teaching methods are used; this includes quizzes, case studies, research, role play, video, small group discussions and use of appropriate guest speakers. Where appropriate, students are divided into single gender groups. Occasional use of drama productions also forms part of the programme.

The specific content of the programme may differ in each school, according to the age and needs of the children and young people. This includes adaptations which may be made in order to tailor the learning to children with specific needs such as SEN.

Full details of the programme for each school can be obtained upon request through the person responsible for RSHE. Requests can be made through Tutors, Pastoral Staff and the Leadership Team in each school.

RSHE is delivered within the framework of four strands for effective personal, social and health education and citizenship, teaching and learning:

- Developing confidence and responsibility and making the most of children's abilities.
- Preparing to play an active role as citizens.
- Developing a healthy, safer lifestyle.
- Developing good relationships and respecting the differences between people.

Children and young people are entitled to learn and practise key life skills, which should include:

- emotional skills;
- managing emotions confidently;
- developing respect and empathy for others;
- independent thought and behaviour;
- social skills;
- developing and maintaining relationships;
- nurturing and maintaining healthy relationships and friendships with others;
- taking responsibility for their own and others' emotional, physical and sexual health;
- communication skills;
- participating;
- listening;
- asking questions;
- expressing emotions and opinions;
- negotiation skills;
- resisting peer pressure;
- managing and resolving conflict;
- practical skills;

- caring for self and others;
- accessing support and advice;
- decision-making skills;
- managing dilemmas;
- assessing risk;
- making informed choices and being able to act upon them.

By exploring and challenging attitudes and values, children can be helped to develop a positive attitude towards emotional, physical and sexual health and well-being through:

- developing a positive values and morals framework that will support their decisions, judgements and behaviour;
- developing a critical awareness of value systems represented in the media and amongst peers;
- recognising that prejudice, discrimination and bullying are harmful and unacceptable;
- understanding that all rights have responsibilities, and all actions have consequences.

5. Equal Opportunities

Students may have varying needs regarding RSHE education, depending on their circumstances and background. The school believes that all students should have access to RSHE that is relevant to their particular needs. To achieve this, the Trust approach to sex and relationships education takes account of:

- the needs of boys as well as girls;
- ethnic and cultural diversity;
- varying home backgrounds;
- sexuality;
- special educational needs.

Through our work on RSHE and growing up, we offer pupils the opportunity to develop and clarify their attitudes and values relating to gender roles and stereotyping. We aim to develop their self-esteem and to equip them with assertiveness and decision-making skills. We encourage all of our children and young people to be open and honest in order to develop the trust and confidence to talk openly with chosen, trusted adults in our school.

We strive to always teach appropriately so that all pupils have equal access. It is sometimes appropriate to use mixed and sometimes single-sex groupings for different children at different times.

6. Whole School Approach

As a Trust, we understand the value and importance of a whole school approach to learning about growing up, and this policy outlines how we approach sex and relationships education through an integrated curriculum at each key stage.

In each school across the Trust, a whole-school approach is adapted to sex and relationships education, that actively involves the school community.

The Leadership Group in each school endeavours to support the provision and development of sex and relationships education in line with this policy by providing leadership and adequate resourcing.

The designated Sex and Relationships Coordinator maintains an overview of sex and relationships education provision, and has overall responsibility for its development.

Many teachers are involved in each school's sex and relationships education provision. RSHE is taught through the personal, social and health education and citizenship programme, and (some) through Science and other curriculum areas. All teachers play an important role by offering support to students.

Non-teaching staff may be involved in a supportive role in some sex and relationships education lessons.

Trustees have responsibility for all school policies and they are consulted about the sex and relationships education provision and policy.

Parents/carers have a legal right to view this policy, and to have information about the sex and relationships provision at each school within the Trust. We encourage parents and carers to work with schools to understand and support their children with the key messages within the RSHE curriculum.

Outside agencies and speakers are involved in inputting to sex and relationships education lessons, and as points of referral as support services for students.

7. Roles & Responsibilities

7.1. The Governing Body

The Governing Body will hold the Headteacher to account for the implementation of this policy.

7.2. The Headteacher

The Headteacher/Head of School is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSHE (see section 8).

7.3. Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSHE

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

Each school has a member of staff responsible for RSHE, this is available on each schools individual website.

7.4. Pupils

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

7.5. Parents & Guardians

As a Trust we are aware that the primary responsibility for providing children's RSHE lies with parents and carers. We recognise the need to work with parents and guardians to ensure a shared understanding of RSHE and to deliver an effective programme that meets the needs of our pupils. We encourage feedback from parents/guardians on all aspects of our practice.

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from Relationships Education.

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSHE.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Headteacher/Head of School. A discussion with the Headteacher/Head of School may be held to determine that the wishes of the parents and carers are understood and clarified, and how best to support the child.

9. Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.

The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

10. Monitoring & Evaluation

The Trust recognises the need for each school to deliver their RSHE programme according to the specific needs of their children and young people, and families, in accordance with the ethos of each school. The programme is regularly evaluated in each school by the RSHE Coordinator. The views of students and teachers who deliver the programme are used to make changes and improvements to the programme on an on-going basis. This will be done twice a year through a stakeholder survey in November and May.

11. Safeguarding and Pastoral Support

The teaching of RSHE supports the safeguarding agenda of our schools. Elements within this area of the curriculum such as teaching children about healthy relationships is an important way of keeping children safe.

The Trust takes its role in the promotion of student welfare seriously. Staff endeavour to make themselves approachable, and to provide sensitive and caring pastoral care in a number of ways including when delivering RSHE.

Any issues or concerns raised through RSHE may be forwarded to the pastoral team in order to meet the ongoing needs of the pupils; this may involve family liaison and the involvement of third parties. Child protection and safeguarding procedures must be followed when disclosures are made. Please see each school's Child Protection Policy.

12. Dealing with Bullying

Bullying commonly includes inappropriate and hurtful comments and behaviours concerning sexism, homophobia, appearance and other sex and relationships issues. The Trust takes the issue of bullying very seriously, and this is reflected in the school's anti-bullying policy. Staff will challenge and deal sensitively with any evidence of bullying. Students are encouraged to report any incidents. Staff endeavour to investigate any incidents of bullying as soon as possible, work with families and give feedback to students who complain of bullying. The RSHE and personal, social and health education and citizenship programmes consider bullying, and aim to discourage bullying based on sexism, homophobia, appearance and other sex and relationships issues.

13. Access to this Policy

All parents/carers have access to the complete policy in school. We encourage feedback from parents/carers on all aspects of our practice. This policy will be circulated to all members of staff.

14. Appendix 1: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<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	<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
Respectful relationships	<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

TOPIC	PUPILS SHOULD KNOW
Online relationships	<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	<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

15. Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
<p>Families and people who care about me</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 – 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), how to seek help or advice, including reporting concerns about others, if needed
<p>Respectful relationships, including friendships</p>	<ul style="list-style-type: none"> ▪ the characteristics of positive and healthy friendships, in all contexts including online, such as: ▪ 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 (for example, 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

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> ▪ their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online ▪ about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online ▪ not to provide material to others that they would not want shared further and not to share personal material which is sent to them ▪ what to do and where to get support to report material or manage issues online ▪ the impact of viewing harmful content ▪ that specifically sexually explicit material, 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	<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	<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, for example 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 and 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

TOPIC	PUPILS SHOULD KNOW
The Law	<p data-bbox="359 174 470 208">The Law</p> <p data-bbox="359 215 1439 427">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.</p> <ul data-bbox="383 472 1439 1137" style="list-style-type: none"> ▪ Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example: <ul style="list-style-type: none"> ▪ 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 and radicalisation ▪ criminal exploitation (for example, through gang involvement or 'county lines' drugs operations) ▪ hate crime ▪ female genital mutilation (FGM)

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. In secondary school, teaching should build on primary content and should introduce new content to older pupils at appropriate points. This should enable pupils to understand how their bodies are changing, how they are feeling and why, to further develop the language that they use to talk about their bodies, health and emotions and to understand why terms associated with mental and physical health difficulties should not be used pejoratively. This knowledge should enable pupils to understand where normal variations in emotions and physical complaints end and health and wellbeing issues begin.

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

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

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

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

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

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

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

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

TOPIC	PUPILS SHOULD KNOW
Health and prevention	<ul style="list-style-type: none"> ▪ about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics ▪ about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist ▪ (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	<ul style="list-style-type: none"> ▪ basic treatment for common injuries ▪ life-saving skills, including how to administer CPR ▪ the purpose of defibrillators and when one might be needed ▪ Cardio Pulmonary Resuscitation is usually best taught after 12 years old
Changing adolescent body	<ul style="list-style-type: none"> ▪ key facts about puberty, the changing adolescent body and menstrual wellbeing ▪ the main changes which take place in males and females, and the implications for emotional and physical health

16. Appendix 3: Parent form: withdrawal from sex education within RSHE

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

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

DOCUMENT CONTROL

Policy Owner	Executive Lead Team
Scope	All staff, Trustees & Governors
Last Updated	May 2021
Effective from	May 2021
Next planned reviewed date	September 2022
Status	Approved
Date of approval	12.05.2021
Summary of last revision	Roles & responsibilities updated, added section on pastoral support and on Parent's right to withdraw, added appendices 1 & 2 listing what children should know at the end of Primary and Secondary school.
Related Policies/Documents	Behaviour Policies EYFS Policy Safeguarding and Child Protection Policy
Policy control survey	Please complete this survey and provide feedback if you have had to use this policy https://forms.office.com/r/HMeZtB29Si