WOLFRETON SCHOOL and SIXTH FORM COLLEGE

Policy Document
RSHE POLICY

Status:	Live
Policy Owner (Position)	Deputy Headteacher (Pastoral)
Statutory / Recommended	Recommended
Date of Adoption	November 2020
Frequency of Review	Every two years (or earlier to meet new statutory guidance).
Revision	005
Latest Review Date	January 2025
Advisory Group	SLT
Linked Documents	Anti-Bullying Policy
	Behaviour Policy
	Child Protection and Safeguarding Policy
	Online Safety Policy
	Promoting Equal Opportunities Policy (Learners)
	Records Management Policy
	SEND Policy

1. Statement of Intent

At Wolfreton School and Sixth Form College, it is our mission that all of our students can 'Achieve their Ambitions' and we aim to achieve this by enabling our of values of Excellence, Endeavour and Respect to permeate all that we do. As a school, we are committed to educating our students about relationships, sex and their health, to enable them to make responsible and well-informed decisions in their lives.

The teaching of RSHE can help to prepare students for the opportunities, responsibilities and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of students at school and in the wider society.

As a school, we work to provide students with high-quality, informed and age-appropriate teaching of these subjects. This policy outlines how the school's RSHE curriculum will be organised and delivered, to ensure it meets the needs of all students.

2. Legislation and statutory requirements

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:
- Equality Act 2010
- Children and Social Work Act 2017

- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- DfE (2015) 'National curriculum in England: science programmes of study'
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2021) 'Teaching about relationships, sex and health'
- DfE (2024) 'Keeping children safe in education'

This policy operates in conjunction with the following school policies:
- Anti-Bullying Policy
- Behaviour Policy
- Child Protection and Safeguarding Policy
- Online Safety Policy
- Promoting Equal Opportunities Policy (Learners)
- Records Management Policy
- SEND Policy

3. Roles and responsibilities

3.1 The Local Governing Body is responsible for:
- Ensuring the RSHE curriculum is well-led, effectively managed and well-planned.
- Ensuring the quality of provision through regular and effective self-evaluation.
- Ensuring that teaching is delivered in ways that are accessible to all students with SEND.
- Providing clear information to parents on the subject content and the right to request that their child is withdrawn.
- Ensuring RSHE is resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Ensuring that staff training is provided on issues related to PSHE and RSHE.
- Ensuring that the RSHE curriculum covers the teaching of safeguarding, including in relation to online safety.

3.2 The Headteacher is responsible for:
- The overall implementation of this policy.
- Ensuring all staff are suitably trained to deliver the subjects.
- Ensuring there is adequate time on the school timetable to deliver RSHE as a statutory curriculum subject.
- Ensuring parents are fully informed of this policy.
- Ensuring all requests to withdraw students from non-statutory elements of the RSHE are reviewed by the appropriate member of the leadership team and that requests are discussed with parents, and the student if appropriate, to ensure their wishes are understood, to clarify the nature and purpose of the curriculum including the benefits of receiving the education.
- Ensuring withdrawn students receive appropriate, purposeful education during the period of withdrawal.
- Encouraging parents to be involved in consultations regarding the school's RSHE curriculum.
- Reviewing this policy every two years (or sooner to meet new statutory guidance).
- Reporting to the Local Governing Body on the effectiveness of this policy and the curriculum.

3.3 The Lead Practitioner for PSHE is responsible for:

- Overseeing the delivery of the RSHE curriculum.
- Working closely with colleagues in related curriculum areas to ensure the RSHE curriculum compliments, and does not duplicate, the content covered in national curriculum subjects.
- Ensuring the curriculum is age and stage appropriate, inclusive and of high-quality.
- Reviewing changes to the RSHE curriculum and advising on their implementation.
- Monitoring the learning and teaching of RSHE curriculum, providing support to staff where necessary.
- Ensuring continuity and progression as students' progress from one year to the next.
- Helping to develop colleagues' expertise in the subject.
- Ensuring teachers are provided with adequate resources to support teaching of the curriculum.
- Ensuring the school meets its statutory requirements in relation to RSHE.
- Leading staff meetings and ensuring all members of staff involved in the curriculum have received the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring the correct standards are met for reviewing student performance.
- Monitoring and evaluating the effectiveness of the RSHE curriculum and reporting as required to senior leaders and governors.

3.4 The DSL is responsible for:

- Offering advice and consultation for safeguarding-related subjects in the RSHE curriculum.
- Promoting knowledge and awareness of safeguarding issues amongst staff.
- Being a point of contact for staff who have concerns about the welfare of a students that have arisen through the teaching of RSHE.
- Developing staff understanding of the Thrive approach and are mindful of more vulnerable students who may have Adverse Childhood Experiences or potential triggers related to the material covered.

3.5 Subject teachers are responsible for:

- Acting in accordance with and promoting, this policy.
- Delivering RSHE in a way that is sensitive, high-quality and appropriate for each year group.
- Ensuring they do not express personal views or beliefs when delivering the curriculum.
- Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content.
- Modelling positive attitudes to RSHE.
- Liaising with the SENDCO to identify and respond to the individual needs of students with SEND.
- Liaising with the Lead Practitioner for PSHE on key topics, resources and support for individual students.
- Monitoring learner progress in RSHE.
- Reporting any concerns regarding the teaching of RSHE to the Lead Practitioner of PSHE or a member of the senior team.
- Reporting any safeguarding concerns or disclosures that students may make to the DSL.
- Responding appropriately to students whose parents have requested to withdraw them from the non-statutory components of RSE, by providing them with alternative education opportunities.

- Engaging in training in relation to the teaching of safeguarding, including in relation to online safety.

3.6 The SENDCO is responsible for:
- Advising teaching staff how best to identify and support students' individual needs.
- Advising staff on the use of TAs in order to meet students' individual needs.

4. The RSHE curriculum

4.1 Definitions
- **'RSHE'** is used to refer to the overall programme of relationships, sex and health education.
- **'RSE'** refers to relationships and sex education and is defined as teaching students about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others.
- **'Health education'** is defined as teaching students about how they can make good decisions about their own health and wellbeing, and how physical health and mental health are interlined.

4.2 Statutory Guidance on Content
RSHE elements of the curriculum remain in line with the DfE's Relationships and Sex Education (RSE) and Health Education' guidance at all times. The RSE and Health Education strands of the curriculum are planned to build on the topics taught at the primary level, covering the content the DfE outline students should know by the end of secondary school (See Appendix 1).

Any local context, views and the religious background of students is also considered when planning teaching to ensure all aspects are handled appropriately and that the curriculum is tailored to students' needs

4.3 Relationships and Sex Education Content Overview

	Unit Overview
Year 7	Healthy Relationships (PSHE) · Healthy relationships · Friendships – What makes a good friend? · Peer Pressure, influence and toxic friendships · Bullying · Avoiding Dangerous Relationships and Setting Boundaries · Puberty – Physical and emotional changes
	Reproduction (Science) · Why do different organisms reproduce sexually and asexually? · How do male and female reproductive systems work? · What is IVF and the advantages and disadvantages to it? (2) · What is the menstrual cycle and why is it important I need to learn about it? · How does lifestyle affect pregnancy? · What are the different stages of birth and how are they triggered?
Year 8	RSE (PSHE) · Introduction to Sex, relationships and lifestyle choices · Break ups · STIs/HIV · Introduction to Contraception

	· Consent · LGBTQA+
Year 9	<u>Self-Awareness / relationships RSE (PSHE)</u> · Positive Body image · Sexting · Controlling relationships · Domestic Abuse/Violence · LGBQTA+ relationships · Homophobia / Transphobia · Racism
Year 10	<u>Relationships (PSHE)</u> · Safe Sex · Positive relationships · Unhealthy Relationships, Domestic violence and Rape · Teenage Pregnancy and Abortion · Parenting · FGM · Pornography (Myths Vs Reality)
	<u>The Family (RS)</u> · Marriage · Forced Marriages · The Family · The Elderly
Year 11	<u>B5 (Science)</u> · Contraception · Treating infertility
	<u>RSE (PSHE)</u> · Sexual assault and Harassment · Domestic Abuse · Pornography materials / attitudes · Pornography vs real life · FGM – Law · FGM – Campaign · HIV / AIDS

4.4 Health Education Content Overview

	Unit overview
Year 7	<u>Who Am I? (PSHE)</u> · Introduction to PSHE · Who am I? (Identity) · Self-Awareness · New Beginnings · Building Resilience
	<u>Healthy Lifestyles (PSHE)</u> · Introduction to Puberty · Personal Hygiene · Growing Up

	· Self-Esteem and Body Image · Physical and Emotional changes
Year 8	Choices (PSHE) · Consent · LGBQTA+ · Drugs
	Emotional Wellbeing (PSHE) · Mental Health and emotional wellbeing · Healthy mind · Depression / Anxiety · Bereavements
	Resilience (PSHE) · Resilience · Mind training
Year 9	Lifestyle Choices (PSHE) · Substance abuse · Alcohol · Smoking/Vaping · Illegal Highs · Ethics of drug use · Drug laws · Anti-social behaviour / gangs
Year 10	Mental Wellbeing (PSHE) · Role Models · Leadership · Addiction · Self-Harm/Suicide · Eating Disorder
Year 11	Staying Safe (PSHE) · Live streaming / virtual reality / augmented / gaming · Gambling · Gangs, antisocial behaviour and knife crime · Drugs / Festivals / Parties · Psychoactive Drugs · County Lines · Cosmetics and Aesthetics

4.5. Our Place in the Wider World Content Overview

	Unit overview
Year 7	British Values (PSHE) · Introduction to British Values · Multicultural Britain · Democracy · Tolerance · Rule of Law · Individual Liberty

	· Mutual Respect
	Careers (PSHE) · Why is education important? · Future success · Settling goals for the future · Employment skills
	E-Safety (Computing – Unit 7.1) · How to use the internet safely and give advice · What is a Digital Footprint and how does it affect pupils?
	E-Safety 2 (Computing – Unit 7.5) · How to recognise addiction and limit online presence
	E-Safety (PSHE) · Digital Footprint · Cyberbullying · Online influences · Online Grooming · Staying Safe Online
Year 8	Money Management (PSHE) · Introduction to money management · Right and Responsibilities · Budgeting · Cost of living · Understanding debt
	Financial Awareness (PSHE) · Ethical spending · Moving out · Learning to drive
	E-Safety Part 1 (Computing - Unit 8.1) · How do students manage the dangers of posting online? · Why is a Digital Footprint important and how is it linked to security?
	E-Safety Part 2 (Computing – Unit 8.6) · What type of content is inappropriate to share and what can be done if it is?
Year 9	Careers (PSHE) · Raising Aspirations · Decision Making · Employability Skills · Social Media · Smashing Stereotypes · STEM · CV Writing/Personal Statements · Labour Market Information
	Crime Awareness (PSHE) · Criminal Justice System · Radicalisation · Religious extremism · Prevent
	E-Safety (Computing – Unit 9.1)

	· How to stay safe and know what information to share
	Networks HTML and Cyber Security (Computing – Unit 9.4) · What is the internet and WWW? · What are the most common forms of cyberattack? · How can network systems be protected from attacks?
Year 10	Diversity (RS) · What is diversity? · Diversity in Britain (British Values) · Racism · Radicalisation / Extremism
	Careers (Work Experience Preparation) (PSHE) · Introduction to Work Experience · Career Journey · Post 16 Pathways · Health and Safety · Employability passport/skills · Preparation · Reflection and Evaluation
Year 11	Money Management (PSHE) · Payment Methods · Budgeting · Borrowing Money · Inflation · Currency · Exchange Rates
	Global Ethics Society (RS) · Business ethics · Global conflicts · Global inequalities · Religion in the UK · Religion in the media · Environmental ethics

5. Delivery of the curriculum

At Wolfreton, the RSHE curriculum forms part of the wider Personal Development curriculum. The planned PSHE curriculum, covering RSHE, primarily delivered through timetabled PSHE lessons. Identified content delivered by subject specialists in science and computing, to ensure that fundamental knowledge and understanding is established. PSHE Enrichment days provide students with the opportunity to further explore key RSE strands, and the broader Personal Development Curriculum plan provides further opportunities for both planned and dynamic teaching through the Head Start programme, Tutor Time themes and the assembly programme.

The curriculum will proactively address issues in a timely way in line with the current evidence on students physical, emotional and sexual development.

Teaching reflects the requirements set out in law, particularly the Equality Act 2010, so that students understand what the law does and does not allow, and the wider implications of the decisions they make.

The school integrates LGBTQ+ content into the RSHE curriculum – this content is taught as part of the overall curriculum, rather than a standalone topic. LGBTQ+ content will be approached in a sensitive, age-appropriate and factual way that allows students to explore gender identity, stereotypes, and the features of stable and healthy same-sex relationships. Statutory guidance determines that all students are expected to learn about LGBQT+ content; the right to remove students is not permitted for this content.

The curriculum is planned to reflect students of all gender identities. All teaching and resources are assessed by Lead Practitioner of PSHE to ensure they are appropriate for the age and maturity of students, are sensitive to their religious backgrounds and meet the needs of any SEND, if applicable.

Appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning in each year group. Inappropriate images, videos, etc. will not be used, and resources will be selected with sensitivity given to the age and cultural background of students. As outlined in the school's Online Safety Policy, and Acceptable Use Policy, students will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning.

Teachers will ensure that students' views are listened to and will encourage them to ask questions and engage in appropriate discussion. Teachers will answer questions sensitively and honestly.
Teachers will focus heavily on the importance of healthy relationships, including marriage, when teaching RSE, though sensitivity will always be given as not to stigmatise students on the basis of their home circumstances. In teaching the curriculum, teachers will be aware that students may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.

Teachers will ensure lesson plans focus on challenging perceived views of students based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

The RSHE curriculum plays a vital role in preventative education which will prepare pupils for life in modern Britain and create a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic discrimination and sexual violence/harassment.

6. Curriculum links

The school seeks opportunities to draw links between RSHE curriculum and other curriculum subjects wherever possible to enhance students' learning. RSHE curriculum will be linked to the following subjects:

- **Computing** – students are taught about how they can keep themselves safe online and the different risks that they may face online as they get older.
- **Citizenship** – students are provided with the knowledge, skills and understanding to help prepare them to play a full and active part in society, including an understanding of how laws are made and upheld and how to make sensible decisions.
- **PE** – students can develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and lead healthy, active lives.
- **PSHE** - Students learn about respect and difference, values and characteristics of individuals.
- **Religious Studies** – students are taught 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.

- **Science** – students are taught about the main external parts of the body and changes to the human body as it grows, including puberty.

7. Working with parents

The school understands that parents' role in the development of their children's understanding about relationships and health is vital and will, seek to engage parents as far as possible. This will include providing opportunities to understand the school's approach to RSHE and how to ask questions, including through the school Newsletter and / or letters.

When planning and reviewing the content of the school's RSHE curriculum, opportunities will be provided for feedback and to ask questions or raise concerns. Information will be available on:
- The curriculum content, including what will be taught and when.
- Examples of the resources the school intends to use to deliver the curriculum.
- Information about parents' right to withdraw their child from non-statutory elements of RSHE curriculum.

If parents have concerns regarding RSHE curriculum, they may submit these via email (enquiries@wolfreton.co.uk), or contact the school office (01482 659356) to arrange to speak with the Lead Practitioner of PSHE or the Designated Safeguarding Lead.

8. Working with external agencies

External agencies can enhance the delivery of RSHE curriculum and can brings in specialist knowledge and different ways of engaging students. External experts may be invited to assist from time-to-time with the delivery of the RSHE curriculum but will be expected to comply with the provisions of this policy.

When external agencies deliver lessons and / or presentations, the school will ensure:

- A member of school staff is present throughout the
- Visitors are provided with and expected to comply with this policy.
- All resources are provided to the Lead Practitioner – PSHE and/or DSL enabling the school to discuss the details of how they intend to deliver their sessions and ensure the content is age-appropriate and accessible for all students, including those with SEND, in advance.
- Procedures for confidentiality are in place; including understanding how safeguarding reports should be dealt with in line with the school's Child Protection and Safeguarding Policy.

9. Withdrawal from lessons

The school recognises that parents have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE. The school will uphold that parents do not have a right to withdraw their child from the relationships or health elements of the programmes.

Requests to withdraw a child from sex education will be made in writing to the Lead Practitioner – PSHE who will discuss these with the DSL and Deputy Headteacher (Pastoral).

Before granting a withdrawal, the request will be discussed with the parents and where appropriate the child, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum. As part of this, leaders will inform parents of the benefits of their child receiving RSE and any detrimental effects that withdrawal might have. Discussions with parents will be documented on the students' file and kept securely in line with the Records Management Policy.

Following discussions with parents, the school will respect the parents' request to withdraw their child up to and until three terms before the child turns 16. After this point, if the child wishes to receive RSE rather than be withdrawn, the school will make arrangement to provide the student with RSE.

Students who are withdrawn from RSE will receive appropriate, purposeful education during the full period of withdrawal.

For requests concerning the withdrawal of a student with SEND, the school will liaise with the SENDCO and may take the student's specific needs into account when making their decision.

10. Equality and accessibility

The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against students because of any protected characteristics (Age, Sex, Race, Disability, Religion or belief, Gender reassignment, Pregnancy or maternity, Marriage or civil partnership, or Sexual orientation).

The backgrounds, gender, age range and needs of students will be considered to determine whether it is necessary to put in place additional support for students with the above protected characteristics.
The RSHE curriculum is designed to be inclusive, with planning and teaching understanding that some students are more vulnerable to exploitation, bullying and other issues due to their characteristics, e.g. having SEND or being LGBQT+. Teachers will understand that they may need to liaise with the SENDCO and be more explicit and adapt their planning or work to appropriately deliver the curriculum to students with SEND.

Where there is a need to tailor content and teaching to meet the needs of students at different developmental stages, the school will ensure the teaching remains sensitive, age-appropriate, developmentally appropriate and is delivered with reference to the law.

11. Safeguarding and confidentiality

All students will be taught about keeping themselves safe, including online, as part of a broad and balanced curriculum.
In line with the DfE's best practice advice, the DSL will be involved in the formulation of safeguarding-related areas of the curriculum, as their knowledge and resources may help to address safeguarding issues more appropriately and effectively.

In teaching about safeguarding, the RSHE curriculum will be tailored to the specific needs and vulnerabilities of individual students, including students who are victims of abuse and students with SEND.

When teaching issues that are particularly sensitive, e.g. self-harm, consent or suicide, teachers will be aware of the risks of inadvertently encouraging or providing instructions to students. Teaching of these subjects will always prioritise preventing harm to students as a central goal.

Confidentiality within the classroom is an important component of RSHE curriculum, and teachers are expected to respect the confidentiality of their students as far as is possible. Teachers will, however, understand that some aspects of RSHE may lead to a student raising a safeguarding concern, e.g. disclosing that they are being abused, and that if a disclosure is made, the DSL or Safeguarding and Inclusion Manager will be alerted immediately. Students will be made aware of how to raise their concerns or make a report, and how their report will be handled – this includes the process for when they have a concern about a peer.

In relation to safeguarding, the RSHE curriculum will cover the following aspects:

- Healthy and respectful relationships
- Boundaries and consent
- Stereotyping, prejudice and equality
- Body confidence and self-esteem
- How to recognise an abusive relationship, including coercive and controlling behaviour
- The concepts of, and laws relating to:
- Sexual consent
- Sexual exploitation
- Abuse
- Grooming
- Coercion
- Harassment
- Rape
- Domestic abuse
- So called, 'honor'-based violence, e.g. forced marriage and FGM, and how to access support
- What constitutes sexual harassment and sexual violence and why these are always unacceptable.

12. Assessment

The school has the same high expectations of the quality of students' work in RSHE curriculum as for other curriculum areas and lessons are planned to provide suitable challenge to students of all abilities.

The Lead Practitioner of PSHE will:
- Ensure there is appropriate assessment of students' learning across the curriculum. (Whilst there are no formal examinations of the RSHE curriculum, teachers assess progress through low-stakes quizzing, written tasks and self-evaluations).
- Monitor the quality of education conducting quality assurance via a mixture of lesson and learning reviews.
- Work with the DSL and Deputy Headteacher – Pastoral to maintain an overview of any emerging trends to ensure a suitable, coherent and dynamic response to any emerging incidents or trends.

13. Staff training

Training will be provided by the Lead Practitioner of PSHE to the relevant members of staff to ensure they are up to date with the RSHE curriculum.

Appendix 1:   Relationships Education, and Sex Education (RSE) and Health Education (DfE)
The content that should be covered by the end of secondary school

Relationships Education

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

Families	Pupils should know:
	• 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 its 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 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 recognise this in others' relationships); and, how to seek help or advice if needed, including reporting concerns about others.
Respectful relationships, including friendships	Pupils should know:
	• The characteristics of positive and healthy friendships (in all contexts, including online), including: trust, respect, honesty, kindness, generosity, boundaries, privacy, and consent; and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationships.
	• Practical steps they can take in a range of different contexts to improve or support respectful relationships.
	• How stereotypes, particularly those 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 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 show 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 violence and why these are always unacceptable.
	• The legal rights and responsibilities regarding equality, (particularly with reference to the protected characteristics defined in the Equality Act 2010), and that everyone is unique and equal.
Online and media	Pupils should know:
	• Their rights, responsibilities and opportunities online, and that the same expectations of behaviour apply in all contexts, including online.
	• About online risks, including that 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 they receive.
	• 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	Pupils should know: • About 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 – this includes online.
Intimate and sexual relationships, including sexual health	Pupils should know: • 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 outlooks, sex, and friendship. • That all aspects of health can be affected by choices they make in sex and relationships, positively and 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 both 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 enjoy intimacy without sex. • The facts about the full range of contraceptive choices, efficacy and the options available. • The facts around pregnancy, including miscarriage. • That there are choices in relation to pregnancy (with legally and medically accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). • How different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) 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.

Physical Health and Mental Wellbeing

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

Mental wellbeing	Pupils should know: • How to talk about their emotions accurately and sensitively, using appropriate vocabulary. • That happiness is linked to being connected to others. • How to recognise the early signs of mental wellbeing concerns. • About 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	Pupils should know: • 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 make 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 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	Pupils should know: • 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	Pupils should know: • How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
Drugs, alcohol and tobacco	Pupils should know: • 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 the support to do so.
Health and prevention	Pupils should know: • About personal hygiene, germs including bacteria and viruses, how they are spread, treatment and prevention of infection, and 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 e.g. at KS4.]** 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	Pupils should know: • Basic treatments for common injuries. • Life-saving skills, including how to administer CPR. [CPR is usually best taught after 12 years old] • The purpose of defibrillators and when one might be needed.
Changing adolescent body	Pupils should know: • Key facts about puberty, the changing adolescent body and menstrual wellbeing. • About the main changes which take place in males and females, and the implications for emotional and physical health.

The full guidance can be found here:
https://assets.publishing.service.gov.uk/media/62cea352e90e071e789ea9bf/Relationships_Education_RSE_and_Health_Education.pdf