

Relationships and Sex Education (RSE) Policy	
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1. Aims / Intent

The work with pupils/students and staff in Ruskin Mill Schools focuses on the immense potential of each individual and we strive to foster in each other the confidence and ability to stand independently in the world, feeling safe and strong. The Practical Skills Therapeutic Education method has this as its aim. The conditions for growth can be created in many ways and the student journey takes each person on an individual path, designed to facilitate the growth of that person. The development of practical skills in a therapeutic environment creates a foundation for such growth and offers a safe framework for developing independence and strength. Re-imagining Potential therefore captures the vision of Ruskin Mill Trust.

When pupils/students arrive in Ruskin Mill Trust we often experience that they are unable to take action, to take initiative and to take charge of their own lives. It is unsurprising that pupils/students may feel and behave in this way if we consider the different biographies and paths that have brought them to us. We may experience that a student does not know what he or she wants or needs. We may observe that there is an unconscious drive to behave in ways that are inappropriate or damaging to themselves and their environment. As practitioners, our main aim is therefore to assist and support pupils/students to connect or reconnect with who they really are and to find ways in which we can find and enhance the potential that they all have. The activities offered in the curriculum are designed to transform what may be unconscious, inappropriate or damaging behaviour and to offer positive alternatives. It is well known that finding meaning in life is one of the key contributing factors for wellbeing.

For a vulnerable person or a person diagnosed with learning difficulties and disabilities, common ways of finding meaning in life may be compromised. This may be because physical, emotional or cognitive abilities are impaired or delayed. It may also be due to the fact that their basic needs have not been met or because certain crucial developmental steps were disrupted by trauma. It is therefore important that our curriculum and the activities that are timetabled into the student journey are meaningful and achievable so that the student may look back on their accumulated successes.



“As I began to polish my spoon, my picture of myself began to be reflected. It looked weird as it distorted my reflection. Sometimes I looked better than I thought, I felt, and sometimes I looked disturbed. My dislike for myself was tested because the spoon was beautiful.” Student

The aims of relationships and sex education (RSE) at our schools is to:

- Provide a framework for all pupils/students to have an individualised and tailored approach to their RSE education, across education and care
- Provide a framework in which safe and healthy relationships between the pupils/students, parents and the wider community can be formed
- Provide a framework in which safe and healthy relationships online can be formed and risks acknowledged
- Provide a framework for sensitive discussions to take place and information to be shared with each pupils/students in a respectful and sensitive way according to need and understanding
- Prepare our pupils/students for stages of growth, including puberty, and support their understanding of sexual development and the importance of health and hygiene

- Through our curriculum, help children and young people develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of body and development, sexuality and relationships
- Teach pupils/students the correct vocabulary to describe themselves and their bodies

2. Statutory Requirements

At our schools, we have a unique and bespoke curriculum which follows, PSTE (Practical Skills and Therapeutic Education), the Independent School Standards and Steiner Insights. As part of our curriculum, we teach science which would include the elements of relationships, health and sex education appropriate to the age and stage of the pupils/students.

We provide relationships education to all pupils/students as per section 34 of the [Children and Social work act 2017](#).

For pupils of primary age, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

Current guidance:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

At our schools we teach RSE as set out in this policy.

3. Policy Development

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

1. Review - a cross schools working group working together to look at all relevant information including national and local guidance
2. Staff consultation - all school staff were given the opportunity to look at the policy and resources and make recommendations
3. Parents/ Carers/ Guardians and stakeholder consultation - all interested parties were invited to attend a meeting about the policy and to review the resources
4. pupils/student's consultation - where appropriate we incorporated child and young person feedback through child / young person voice. This included designing a child and young person friendly policy
5. Ratification - once amendments were made, the policy was shared with our school Trustees and ratified
6. Appropriate resources and the RSE policy were made available to stakeholders on the school website and through paper copies in the school office
7. This policy will be reviewed annually

4. Implementation: Curriculum and Delivery of RSE

Our RSE curriculum is set out [as per Appendix 1] and we review it and adapt it on a regular basis.

We have developed the RSE policy in line with the Trust's Method and in consultation with parents and the LA, pupils/students where appropriate, therapists and the care and education teams. When designing the RSE curriculum, we considered the age, stage, needs and feelings and responses of children and young people (incorporating Rudolf Steiner's idea of the phasic developmental understanding (Steiner, 1947). We hope to build an open and trusting relationship with our pupils/students and design a curriculum which allows them to be able to ask questions in a safe and secure environment which are appropriately responded to.

Primary Age/Stage

The focus in primary age/stage will be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults including:

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

Our curriculum will teach and role model positive relationships and health and nutrition. The science curriculum also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

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. Sex education is not taught to our primary age children, however if the need arises and in consultation with parents and carers we could address:

- How a baby is conceived and born

Secondary Age/ Stage

The aim of RSE is to give students 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 students 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.

For students of secondary age, RSE curriculum focuses on giving them the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health where appropriate depending on stage of development
- Misuse of substances such as alcohol and drugs
- Consent

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of pupils/students 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 pupils/students

may have a different structure of support around them (for example: looked after children or young carers).

5. Health Education

Health Education in primary schools will cover ‘Mental wellbeing’, ‘Internet safety and harms’, Physical health and fitness’, ‘Healthy eating’, ‘Drugs, alcohol and tobacco’, ‘Health and prevention’, ‘Basic First Aid’, ‘Changing adolescent body’.

The majority of the Health Education outcomes are taught through our curriculum and through the Seven Fields of Practice and Seven Care Qualities e.g. emotional and mental health is nurtured through craft, land and animal care, social skills are grown in every lesson and respect is enhanced through the use of role modelling and the land and animal curriculum.

Teaching children about puberty is now a statutory requirement and sits within the Health Education part of the DfE guidance within the ‘Changing adolescent body’ strand, and in Jigsaw this is taught as part of ‘Changing Me’.

Nutrition “from seed to table”

The school’s curriculum works with pupils/students to develop and increase understanding of the many facets involved in the production, selection, preparation and service of food. It also extends into many aspects of the curriculum, celebration of the seasons, commerce and finance.

The curriculum is designed to make a major contribution to improving both the environment and the health and well-being of pupils/ students, staff and visitors by increasing their awareness and knowledge of food and nutrition and helping to create life-long healthy eating habits. The curriculum recognises the important connection between a healthy diet and a pupil/ student’s ability to learn effectively and recognises the role it can play to promote health, and sustainable food and farming practices. We teach pupils and students that there is a strong link between their health and well-being, the quality of healthy food and the methods of farming and gardening employed. The majority of all food provided in the schools is grown by the pupils/students, with the tutors on the school land.

The school further encourages health and well-being through the sharing of food, this is a fundamental experience for all people; a primary way to nurture and celebrate our cultural diversity; and an excellent bridge for building relationships. We promote this through food education and skills – such as growing and cooking food – the food served in the school, and the curriculum.

6. Roles and Responsibilities

The Trustees

The Trustees will approve the RSE policy, and hold the Head teacher/ Provision leader to account for its implementation.

The Head teacher/ Provision Leader

The head teacher is responsible for ensuring that RSE is taught consistently across the school, and is embedded as much as possible into all areas of the curriculum and through role modelling of respectful relationships. They are also responsible for managing requests to withdraw children and young people from non-statutory components of RSE

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way, particularly in accordance with developmental understanding for each child and young person
- Embedding RSE into all areas of the curriculum as well as being taught discreetly
- Modelling positive attitudes, relationships and terminology with respect to RSE

- Monitoring progress and adjusting planning to meet the need of the child and young person
- Responding to the needs of individual children and young people
- Responding appropriately to children and young people whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

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

The staff who are responsible for teaching RSE include: teachers, teaching assistants, residential care staff as part of the schools' 24-hour curriculum and therapists.

Children and young people

We hope that the design of the curriculum and individual plans will enable all children and young people to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

7. Parents' / Carers' right to withdraw

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. There is no right to withdraw from Relationships Education or Health Education.

We promote respect for all and value every individual child and young person. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

For all children information on the RSE Curriculum coverage for the year will be sent to parents at the beginning of each year.

For primary age children:

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 RSE.

Requests for withdrawal should be put in writing and addressed to the head teacher/ provision leader, We ask parents to arrange a discussion with your child's class teacher or the provision leader should they have any concerns around the curriculum, provision or resources.

Alternative provision will be made for children and young people who are withdrawn from sex education.

For secondary age children:

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher/ provision leader.

A copy of withdrawal requests will be placed in the child / young person's educational record. The headteacher / provision leader will discuss the request with parents and take appropriate action.

Alternative work will be given to children and young people who are withdrawn from sex education.

8. Training

Staff are trained on the delivery of RSE throughout the year and it is included in our HEaRT training plan.

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 RSE.

When we use external resources, such as **Jigsaw and Life Support Productions**, training is given to the relevant staff who will be accessing these resources with children and young people.

9. Resources

The schools will be using a variety of resources that meet the individual needs of the child and young person. All resources will be agreed beforehand by Trustees, parent/ carers and the therapy team. The schools will be using materials from:

- The Trust's Schools Curriculum
- The land- gardens and farm
- The Trust's Nutrition Policy
- Jigsaw
- Life Support Productions
- External agencies

All materials will be used with support from the SALT Team.

10. Working with external agencies

As with any visitor, the schools are responsible for ensuring that they check the visitor or visiting organisation's credentials. The school will also ensure that the teaching delivered by the visitor fits with their planned programme and their published policy.

11. Equality

This policy will inform the school's Equalities Plan.

The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics

12. Monitoring Arrangements

The delivery of RSE is monitored by the Head teacher/ Provision Leader through:

- learning walks, observations, EHCP reviews etc.
- Children and young people' development in RSE is monitored by class teachers and therapists as part of our internal assessment systems.

This policy will be reviewed by the senior leaders of RMT Schools annually. At every review, the policy will be approved by the Trustees for the school.

13. Links with Other Policies

PSHE Policy

Teaching and Learning Policy

Curriculum Policy

Equality and Diversity Policy

Food and Nutrition Policy

Appendix 1

Curriculum Overview

Relationships and sexual education is about learning about the emotional and physical aspects of growing up, such as changing bodies, feelings, and relationships and the ways in which we can keep ourselves and others safe and well as we develop. It should equip young people with the skills necessary to form fulfilling and enjoyable relationships with others and to take responsibility for their choices.

Our children and young people often experience a divergence between their physiological and their cognitive and emotional development. This means that their bodies can develop at a much faster rate than their emotions or understanding of relationship. In order to ensure that the schools' relationships and sexual education curriculum is appropriate for the needs of each of child or young person, the schools' curriculum differentiates our RSE curriculum into "emotional and relationships" and "physical" pathways, each of which is delivered at the appropriate assessed level.

By the end of the Primary Age and depending on the student's individual plan, we will teach pupils that:

Families and people who care for me	<ul style="list-style-type: none">• 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.• 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 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• 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.

	<ul style="list-style-type: none"> • 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. T • hat 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
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.
Physical Health and Mental Well-Being	
Mental wellbeing	<ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.

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

<p>Health and prevention</p>	<ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination
<p>Basic first aid</p>	<ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.

By the end of secondary age/ stage, the school will continue to develop knowledge and understanding on topics taught as required, and in addition cover the following content depending on the student's individual plan:

<p>Families</p>	<ul style="list-style-type: none"> • that there are different types of committed, stable relationships. • how these relationships might contribute to human happiness and their importance for bringing up children. • what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. • why marriage is an important relationship choice for many couples and why it must be freely entered into. • the characteristics and legal status of other types of long-term relationships. • the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. • how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.
<p>Respectful relationships, including friendships</p>	<ul style="list-style-type: none"> • the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.

	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. • not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • what to do and where to get support to report material or manage issues online. • the impact of viewing harmful content. • that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. • how information and data is generated, collected, shared and used online.
Being safe	<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, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. • the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. • that they have a choice to delay sex or to enjoy intimacy without sex. • the facts about the full range of contraceptive choices, efficacy and options available. • the facts around pregnancy including miscarriage. • that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). • how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex

	<p>(including through condom use) and the importance of and facts about testing.</p> <ul style="list-style-type: none"> • 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: Secondary	
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 Eating disorders and extreme weight loss are a specialised area and schools should use qualified support or advice as needed. Schools may consider accessing support from the NHS or local specialist services who may be able to provide advice and CPD for teachers. 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 cardiovascular 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.

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.15 • the purpose of defibrillators and when one might be needed.
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.

Ages 11-13

Between the ages of 11 and 13, most young people will be entering puberty and will be experiencing the effect of their changing hormones and sexual feelings. They will also be more interested in the menstrual cycle, erections, orgasms, and wet dreams. In terms of relationships, they will want to know more about the difference between friendship, sexual attraction, and love, and how and when to be safely intimate.

Emotional and relationships	Physical
What makes a relationship happy or unhappy?	What is happening to my body when I am getting sexually excited?
What is the difference between sexual attraction and love?	What is an orgasm and how can I have one?
How will I know if I am in love?	What are the normal body fluids secreted by my body?
Is it normal to be attracted to someone of the same gender? Does this mean that I am gay or lesbian?	Healthy food choices
Is sex before marriage wrong?	Why is exercise and sleep good
How can I deal with break-ups, either my own or those of my family or friends?	What do plants and animals need to help the grow
Should everyone my age have a boyfriend or girlfriend?	How do we care for plants and animals
At what age is it legal to have sex?	
At what age is it legal to get married?	

How do I know if I am ready to have sex or be intimate with another person?	
What should I do if I feel I am being pressured to have sex or be intimate with another person?	
Do you have to have sex with someone to show that you love them?	
What is safer sex?	
How do women become pregnant?	
Who should I speak to if I have any questions about my sexuality or relationships?	

Ages 14 - 16

At this age, young people are becoming more independent and wish to establish control over their own relationships with other people. There may also be an element of wishing to ‘push away’ their existing support bubble created within their family network, especially parents and carers.

This is often the period during which some young people are thinking of becoming sexually active. This builds on consent, contraception, condoms and the responsibilities of young people, again with the need to highlight potential risks of STIs and unplanned parenthood as well as the positives of pleasure and healthy relationships.

As they may have already passed through the physiological changes above, young people may further their own privacy, including not wishing to be guided in personal hygiene. They may also develop a further curiosity about how their body is different to others’, particularly within their own age group.

Emotional and relationships	Physical
How does friendship differ from a romantic relationship?	How do I look after my physical health and appearance?
What are the signs of an abusive relationship?	What is good physical hygiene?
How does verbal and physical abuse impact differently on individuals?	What are the physical risks of a sexual relationship (STIs / pregnancy)?
Who can help me when a relationship becomes uncomfortable?	How do I physically protect myself from the above complications?
What can I do when I feel isolated?	How am I physically different from / the same as others around me?
How do others’ relationships and their breakdown affect me and how can I be supported when this happens?	Keeping Healthy food and exercise and sleep
Is there a ‘perfect partner’?	

From whom can I seek support with bereavement or a loss of connection with someone close to me?	
How can social media help me with the maintenance of relationships?	
What are the dangers of social media with regard to relationship, e.g. confusing bullying with banter online?	
What is consent in a sexual relationship?	