



Longsands Academy Relationships, Sex and Health Education (RSHE) Policy

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1. What is Relationships, Sex and Health Education (RSHE)?

RSHE is lifelong learning about emotional, social and physical aspects of growing up, relationships, sex, gender, sexuality and sexual health. It involves acquiring knowledge, forming positive beliefs, values and attitudes and developing healthy relationships and dealing with the challenges of growing up in modern society.

2. Aims

The aim of RSHE at Longsands is to provide opportunities for discussion and balanced, factually accurate information that will help prepare students for adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour;
- have the confidence and self-esteem to value themselves and others;
- show respect for individual conscience and develop the skills to judge what kind of relationship they want;
- understand the importance of being mentally, emotionally and physically prepared before engaging in a sexual relationship, and the arguments for delaying sexual activity;
- avoid being exploited by or exploiting others or being pressured into unwanted or unprotected sex;
- communicate effectively by acquiring appropriate terminology for sex and relationship issues;
- understand human sexuality and develop awareness of their own sexuality;
- challenge sexism and prejudice, and promote equality and diversity;
- understand the reasons and methods for having protected sex;
- have sufficient information and skills to protect themselves and, where they have one, their partner, from uninvited/unwanted conceptions and sexually transmitted infections, including HIV and AIDS;
- Confidently assess risk, including pornography, sexting and staying safe online;
- know how the law applies to sexual relationships, particularly in relation to the use of sexual images;
- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary.

3. Statutory Requirements

This policy and our curriculum have been developed in response to the DfE Guidance on Relationships and Sex Education, the new statutory curriculum framework from September 2020. This policy also supports the Academies Guidance for the Delivery of RSHE, Appendix 1.

4. 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 – a member of staff or working group pulled together all relevant information including relevant national and local guidance

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents were sent a working draft of the policy and asked a series of questions about it. The questions offered opportunities for their input.
4. Pupil consultation – we investigated what exactly pupils want from their RSHE through some focussed discussions.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

Upon review, the policy will go through a similar process.

5. Curriculum

Our curriculum is set out using our Personal Development Curriculum Map, which identifies the topics covered in each year group in each Strand of Personal Development.

The curriculum is constantly being reviewed with feedback being sought from staff teaching and delivering each session and taking into consideration the age, needs and feelings of students.

6. Delivery of RSHE

The policy aims will be achieved through both formal and informal learning opportunities:

1. Formal Provision – to be achieved through:
 - The Personal Development (PD) curriculum, delivered by academy staff who have been supported with training and CPD, using regularly updated teaching materials and resources;
 - The planned subject curriculum, e.g. Science, Computing and IT, RE
 - Great Conversation Assemblies;
 - VotesForSchools.
2. Informal Provision – to be achieved through:
 - The values and ethos of the Academy;
 - The House System;
 - The Student Weekly Bulletin;
 - Input from the Student Services team;
 - Input from the school nurse and drop-in provision;
 - Liaison with outside agencies.

RSHE focuses on giving young people 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

For more information about our RSHE curriculum, see Appendix 2 of this policy document.

We have a duty under the Equalities Act 2010, to ensure that our provision is inclusive of all pupils. We understand that a proportion of our students will not identify as heterosexual or cisgender (where their birth sex correlates to their gender identity). We understand that our provision must meet their needs and recognise that all students will learn more about healthy relationships if RSHE is fully inclusive. We will also carefully consider special educational needs or disability, religion, cultural and linguistic background when planning and delivering RSHE.

In relation to sexual orientation, sexuality, gender identity, religion and cultural diversity, we value the difference amongst our students and their families and, in addressing different views and beliefs, seek to promote respect and understanding. In order to ensure the RSHE Curriculum meets the needs of all:

- We will teach about RSHE themes relevant to all, using examples of different sexual orientations, gender identities, lifestyles and faith backgrounds.
- We will accept and celebrate difference, enabling young people to respectfully question their views and those of others.
- We will encourage respect and positive communication and discourage abuse and exploitation.
- We will not ask students to represent the views of a particular religious or cultural group, sexual orientation or gender identity to their peers, unless they choose to do so.

In relation to those with special educational needs or disability (SEND), we will ensure our RSHE programme includes them. We will consider:

- their level of vulnerability
- their need to learn and demonstrate appropriate behaviour
- their need to develop self-esteem and positive body image
- the need to involve all staff, including ancillary staff and carers, in policy development, planning and training
- the management of personal care
- clarity about sources of support for students.

7. Principles and Values

The Academy seeks to uphold the guidance of the DfE. Furthermore, we believe that RSHE should:

- be, bearing in mind age-appropriateness (the policy encompasses all students from Years 7-13), sex-positive, i.e. it should be open, frank, informative and should acknowledge the pleasures of sex. It should reflect that some young people are sexually active and acknowledge young people's autonomy and level of maturity;
- reflect sexual diversity by discussing a range of sexual activity (not just heterosexual intercourse), as well as lesbian, gay, bisexual and transgender issues and relationships;
- include teaching on consent, sexting, cyberbullying, online safety, sexual exploitation and sexual coercion;
- challenge, rather than reinforce, gender stereotypes and inequalities;
- be culturally sensitive;

- be integrated into a 'whole Academy' ethos and should teach life skills (e.g. planning, decision making skills), specific skills (e.g. communication, sexual negotiation skills) and promote resilience;
- provide impartial information on contraception, safer sex, pregnancy and abortion;
- be developed with input from young people.

8. Roles and Responsibilities

8.1 The Longsands Local Education Consultative Committee (LECC)

Longsands LECC will approve the RSHE policy and hold the Principal to account for its implementation.

8.2 The Principal/Assistant Principal

The Principal and Assistant Principal: Personal Development is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSHE.

8.3 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress through signposting in the sessions
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSHE
- Ensuring safeguarding is at the forefront of practice and concerns are logged as per the schools Child Protection and Safeguarding Policy.
- Other concerns can be raised through the appropriate channel, normally the tutor, Head of Year and pastoral team.

Staff do not have the right to opt out of teaching RSHE, however the school will consider the willingness, confidence and knowledge of staff of the themes to be taught. In addition, CPD support and training is shared with staff ahead of teaching any PD session. Staff who have concerns about teaching RSHE are encouraged to discuss this with the PD Co-Ordinator.

It is essential that RSHE is carried out in a safe, non-judgmental environment where adults and young people are confident that they will be respected. Teachers should establish ground rules which include appropriate use of language, mutual respect and taking into account the views of others which are set out at the beginning of each PD session. All advice or guidance given must be non-judgemental and unbiased.

In order to reduce embarrassment and protect young peoples' privacy, we will employ teaching and learning strategies which enable pupils to discuss issues without reference to personal experience. For example, we will use fiction, case studies, role-play, videos and theatre in education to enable young people to share ideas and opinions and practise their decision-making skills in a safe learning environment.

8.4 Students

Students are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity in line with the Personal Development (PD) expectations set out at the beginning of every session.

9. Responsibilities for Curriculum Delivery and Policy Implementation

With regard to curriculum delivery:

- the Academy views it as the shared responsibility of all adults working within the Academy to respond appropriately to a young person's request for information and advice;
- all staff must be made aware of the guidance on responding to young people's questions and will be encouraged to access support from colleagues where necessary;
- the RSHE curriculum will primarily be delivered by trained teams of teachers who have received specific Continuing Professional Development (CPD) ahead of the session;
- the PD Co-ordinator is responsible for reviewing and evaluating RSHE and is accountable to the Assistant Principal: Personal Development and Principal in this;
- staff will be assisted in their planning and delivery of the RSHE Statutory Framework by the PD Co-ordinator who will, working with the Strand Leaders, provide lesson plans and activities for colleagues to deliver in the PD Sessions

10. Training

Bespoke and specific CPD will be given to all teachers who are delivering a Personal Development session ahead of the timetable event in a formal CPD session from the Strand Leader. This allows opportunity for all staff to seek extra guidance and support if needed to enable confident and consistent delivery of the curriculum.

11. Withdrawal from RSHE

Whilst the Academy strongly encourages all students to participate in all aspects of RSHE, we also acknowledge that parents and students do have the right to opt out of some aspects of RSHE.

In line with Section 34 of the Children and Social Work Act 2017, parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSHE. Parents have the right to request to withdraw their child, up to and until three terms before the child turns 16.

There is no right to withdraw from Relationships Education or Health Education.

Any parent or carer who wishes to withdraw their child should in the first instance write to the Assistant Principal: Personal Development to raise this matter.

Parents or carers who have withdrawn their child from RSHE will be asked to re-confirm their decision each year.

12. Explicit Links to Other Policies

- Safeguarding and Child Protection
- Confidentiality

This policy will be reviewed every 3 years by the Assistant Principal: Personal Development and be approved by the LECC.



Appendix 1 Academy Guidance for the Delivery of RSHE

RSHE Resources

The Academy will create and deliver resources which:

- are consistent with the RSHE Statutory Framework;
- relate to the agreed aims and objectives of this policy;
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the young people;
- appeal to adults and young people;
- are up-to-date in factual content;
- are produced by a reputable organisation;
- do not show unfair bias e.g. towards a commercial product;
- avoid racial, gender and sexual stereotyping;
- encourage active and participative learning.

Working with Visitors to Support RSHE in the Classroom

In our Academy we believe that RSHE is most effectively taught by those who know our young people well and are aware of their needs. We encourage a diverse range of visitors to our Academy who may complement, but do not substitute for or replace, planned provision. We will work closely with visitors to ensure that the needs of our young people are met.

We will follow this Code of Practice when working with visitors:

- visitors will not be asked to work alone with students in a classroom situation;
- all visitors supporting the school in the provision of RSHE will be made aware of the content and principles of this policy, prior to their visit;
- all lessons will be planned in direct liaison with the teacher or PD Co-ordinator, taking account of the ages and needs of the group and the context of the work within the PD programme;
- visitors will be reminded that, whilst contributing to planned RSHE in a class teaching role, they must adhere to the same confidentiality code as staff members;
- any resources which a visitor wishes to use in the context of a lesson will be discussed and agreed with the PD Co-ordinator or a lead teacher beforehand;
- the contributions of visitors will be regularly monitored and evaluated to ensure consistency of standards.

Working with Visitors in non-classroom situations

When visitors are providing a service that is not classroom based, but which contributes to the delivery of planned RSHE, we will ensure that:

- those providing the service have relevant DBS checks;
- those providing the service are aware of the RSHE policy and that their provision complements it;
- the service is valued and that there is commitment from the Academy;
- boundaries of different professions are respected;
- appropriate facilities (e.g. location, space, telephone) are provided;

- a named member of staff is identified for liaison with the service;
- the service/provision is actively promoted by school staff;
- procedures are in place for regular evaluation and review.

The Academy will also endeavour to ensure that:

- they are reliable;
- they work within professional boundaries;
- the service they provide complements the RSHE policy and ethos of the school;
- appropriate information is shared with the school.

Confidentiality

Within the Academy, we have a clear and explicit confidentiality policy, which is shared with staff, students and parents/carers:

- Staff are unable to offer absolute confidentiality due to the need to safeguard young people;
- we will reassure young people that staff will act in their best interests and that this may involve sharing information when the young person is at risk of harm;
- young people will be told if information is to be shared (unless the young person is very young or has significant special needs) and will be offered appropriate support.

Professionals, such as school nurses and youth workers, are bound by their professional codes of conduct when offering advice and guidance to individual pupils in an agreed and planned school-based health service, such as a “drop in centre”. Sometimes, this might involve offering a greater level of confidentiality to young people than school staff would ordinarily give.

However, in a classroom and other teaching situations when they are contributing to our planned RSHE programme, they will be asked to follow the Academy’s confidentiality policy. Health professionals and youth workers will be asked to ensure that young people are aware of this when beginning work with them.

Safeguarding

With regard to Safeguarding, the Academy recognises that because effective RSHE will alert young people to what is appropriate and inappropriate sexual behaviour, there is an increased possibility that a disclosure relating to abuse may be made. *All staff are aware of the Safeguarding procedures and will report the disclosure to the designated person for Safeguarding immediately.*

Sexually Active Young People

In order to create a safe learning environment for effective RSHE, we will establish ground rules and use distancing techniques to facilitate discussion. If a young person, especially one under 16, indicates to an adult that he or she is sexually active or contemplating sexual activity, we will act in the following ways:

- all young people will be urged in the first instance to talk to parents/carers or, in some cases, other trusted adults, and they will be offered guidance and support in doing this;

- we will inform young people of where they can obtain confidential support and information;
- the young person will be given clear information about where contraception and sexual health advice may be accessed;
- careful judgements will be made as to whether the sexual activity is a child protection matter.

We offer guidance for all our staff to support their decisions relating to disclosure. The guidance, overseen by the Astrea Multi-Academy Trust Safeguarding Lead, specifies criteria that would apply in deciding whether the case should or should not be referred as a Safeguarding issue and parents/carers informed.

Monitoring and Evaluating RSHE

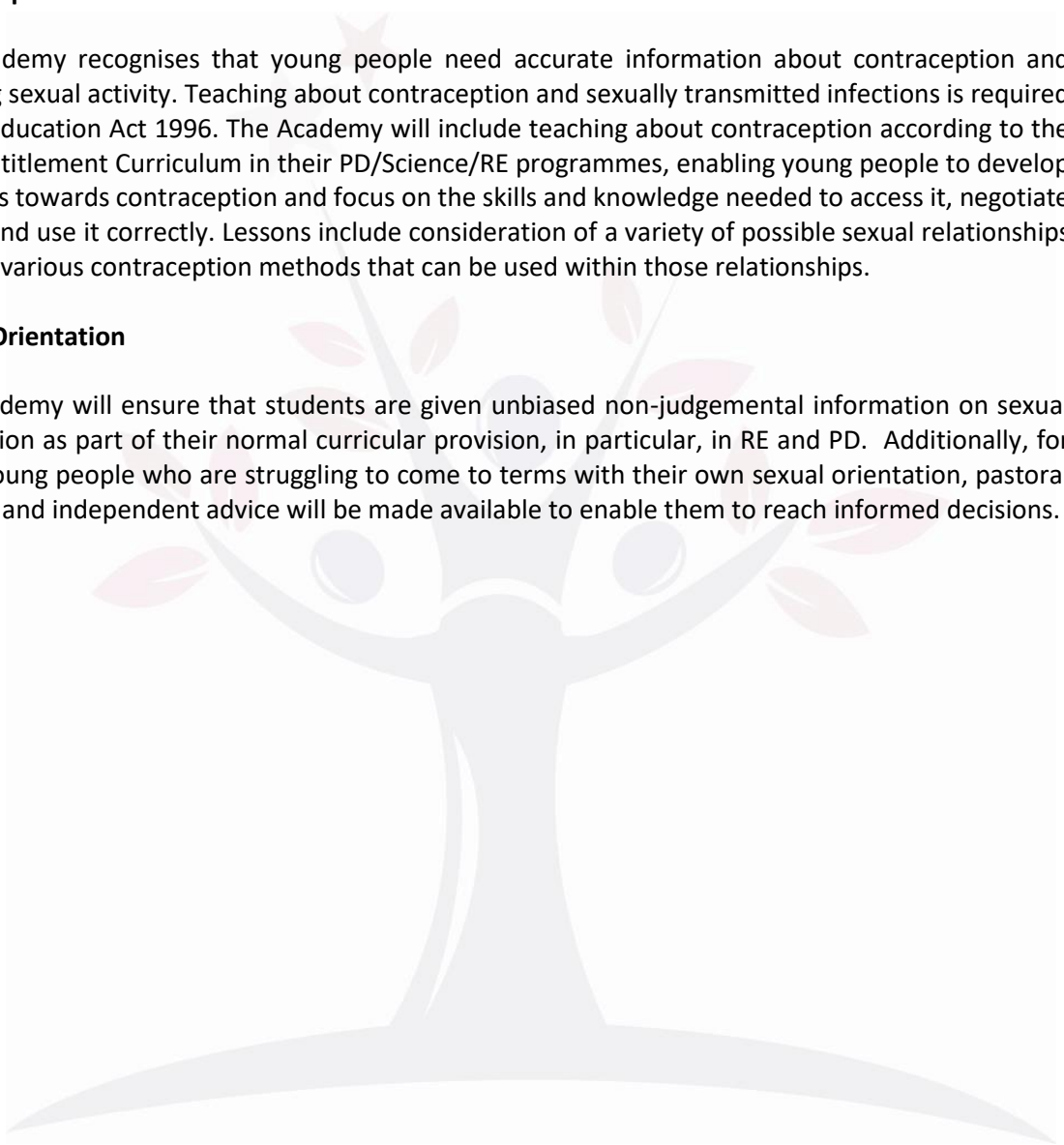
Monitoring and evaluation of the effectiveness of this policy is the responsibility of the governing body (LECC). Information will be gathered from the Principal, those delivering RSHE, students and parents to inform judgements about effectiveness.

Contraception Advice and Guidance

The Academy recognises that young people need accurate information about contraception and delaying sexual activity. Teaching about contraception and sexually transmitted infections is required by the Education Act 1996. The Academy will include teaching about contraception according to the RSHE Entitlement Curriculum in their PD/Science/RE programmes, enabling young people to develop attitudes towards contraception and focus on the skills and knowledge needed to access it, negotiate its use and use it correctly. Lessons include consideration of a variety of possible sexual relationships and the various contraception methods that can be used within those relationships.

Sexual Orientation

The Academy will ensure that students are given unbiased non-judgemental information on sexual orientation as part of their normal curricular provision, in particular, in RE and PD. Additionally, for those young people who are struggling to come to terms with their own sexual orientation, pastoral support and independent advice will be made available to enable them to reach informed decisions.



Longsands Academy: Curriculum Map RSHE

Appendix 2 - The Personal Development Curriculum Map

Curriculum Map (the 'students should know' section is taken from the DfE statutory guidance on the delivery of RSHE)

TOPIC	STUDENTS SHOULD KNOW	When taught and in what curriculum area, e.g. PD etc.	
		Years 7 – 9	Years 10 - 11
Families	<ul style="list-style-type: none"> That there are different types of committed, stable relationships 	Year 7: Spring/summer: Relationships module: <u>Different types of relationships</u>	Year 10 Autumn/Spring: Relationships module: <u>Commitment</u>
	<ul style="list-style-type: none"> How these relationships might contribute to human happiness and their importance for bringing up children 	Year 7: Spring/summer: Relationships module: <u>Different types of relationships</u>	Year 10 Autumn/Spring: Relationships module: <u>Commitment</u> Year 10 Spring/summer: Relationships module: <u>The effects of sex: pregnancy and fertility</u>
	<ul style="list-style-type: none"> 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 	Year 7: Spring/summer: Relationships module: <u>Different types of relationships</u> Year 9: Spring/summer: Relationships module: <u>Dangerous relationships</u>	Year 10 Autumn/Spring: Relationships module: <u>Commitment</u>
	<ul style="list-style-type: none"> The characteristics and legal status of other types of long-term relationships 	Year 7: Spring/summer: Relationships module: <u>Different types of relationships</u>	Year 10 Autumn/Spring: Relationships module: <u>Commitment</u>

TOPIC	STUDENTS SHOULD KNOW	When taught and in what curriculum area, e.g. PD etc.	
		Years 7 – 9	Years 10 - 11
	<ul style="list-style-type: none"> The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting 	Year 7: Spring/summer: Relationships module: <u>Different types of relationships</u>	Year 10 Spring/summer: Relationships module: <u>The effects of sex: pregnancy and fertility</u>
	<ul style="list-style-type: none"> 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 	Year 9: Autumn/Spring: Relationships module: <u>consent and communication</u> Year 9: Spring/summer: Relationships module: <u>Dangerous relationships</u>	
Respectful relationships, including friendships	<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 	Year 7: Spring/Summer: Relationship: <u>Changing relationships</u> Year 7 Autumn/Spring: relationships module: <u>Feelings and peer pressure</u> Year 8: Spring/summer: Relationships: <u>Power in relationships</u> Year 9: Autumn/Spring: Relationships module: <u>consent and communication</u> Year 7: Spring/summer: Living in the wider world module: <u>Equality, discrimination and gender stereotyping</u>	Year 11: Autumn/Spring Relationships module: <u>sexual harassment</u> Year 10 Autumn/Spring: Relationships module: <u>Commitment</u>

TOPIC	STUDENTS SHOULD KNOW	When taught and in what curriculum area, e.g. PD etc.	
		Years 7 – 9	Years 10 - 11
	authority and due tolerance of other people's beliefs	Year 9: Spring/Summer: <u>Sex and gender in the media</u> Year 9: Autumn/Spring: Relationship: <u>Healthy relationships</u>	
	<ul style="list-style-type: none"> 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 	Year 8: Autumn/Spring: Relationships module: <u>Bullying and Peer pressure</u> Year 9: Autumn/Spring: Relationships module: <u>consent and communication</u> Year 9: Spring/summer: Relationships module: <u>Dangerous relationships</u>	Year 11: Autumn/Spring Relationships module: <u>sexual harassment</u> Year 10 Autumn/Spring: Relationships module: <u>Sex</u>
	<ul style="list-style-type: none"> 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 	Year 7: Spring/summer: Living in the wider world module: <u>Equality, discrimination and gender stereotyping</u> Year 9: Spring/summer: Relationships module: <u>Dangerous relationships</u>	Year 11: Autumn/Spring Relationships module: <u>sexual harassment</u>
	<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 	Year 8: Autumn/Spring: Relationships module: <u>Bullying and Peer pressure</u>	

TOPIC	STUDENTS SHOULD KNOW	When taught and in what curriculum area, e.g. PD etc.	
		Years 7 – 9	Years 10 - 11
		Year 8 Spring/summer: Living in the Wider world module – <u>Security and Fraud</u>	
Online and media	<ul style="list-style-type: none"> 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. 	<p>Year 8 Spring/summer: Living in the Wider world module – <u>Security and Fraud</u></p> <p>Year 8: Autumn/Spring: Relationships module: <u>Bullying and Peer pressure</u></p> <p>Year 9: Spring/Summer: <u>Sex and gender in the media</u></p>	Year 10 Autumn/Spring: Relationships module: <u>Pornography</u>
	<ul style="list-style-type: none"> 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 	<p>Year 8: Autumn/Spring: Relationships module: <u>Pressure</u></p> <p>Year 8 Spring/summer Living in the Wider world module – <u>Security and Fraud</u></p> <p>Year 9: Spring/Summer: <u>Sex and gender in the media</u></p>	Year 10 Autumn/Spring: Relationships module: <u>Pornography</u>

TOPIC	STUDENTS SHOULD KNOW	When taught and in what curriculum area, e.g. PD etc.	
		Years 7 – 9	Years 10 - 11
	<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 relationship 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) 	<p>Year 9 Autumn/Spring Relationships module: <u>Consent and communication</u></p> <p>Year 9: Spring/summer: <u>Relationships module: Dangerous relationships</u></p> <p>Year 8: Spring/Summer: <u>Sex</u></p> <p>Year 7: Spring/summer: <u>Relationships module: Different types of relationships</u></p>	<p>Year 11: Autumn/Spring Relationships module: <u>sexual harassment</u></p> <p>Year 10 Autumn/Spring: <u>Relationships module: Commitment</u></p>
Being safe	<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 	<p>Year 9 Autumn/Spring Relationships module: <u>Consent and communication</u></p> <p>Year 7: Spring/summer: <u>Relationships module: Different types of relationships</u></p> <p>Year 7: Spring/summer: <u>Relationships module: Different types of relationships</u></p>	<p>Year 10 Spring/summer: <u>Relationships module: The effects of sex: STIs and contraception</u></p> <p>Year 10 Spring/summer: <u>Relationships module: The effects of sex: pregnancy and fertility</u></p>
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women 	<p>Year 7: Autumn/Spring: Relationships module: <u>Puberty</u></p>	<p>Year 10 Spring/summer: <u>Relationships module: The effects of sex: pregnancy and fertility</u></p> <p>Year 10 Spring/summer: <u>Relationships module: The effects of sex: contraception and STIs</u></p>

TOPIC	STUDENTS SHOULD KNOW	When taught and in what curriculum area, e.g. PD etc.	
		Years 7 – 9	Years 10 - 11
	<ul style="list-style-type: none"> 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 	<u>Year 8: Spring/Summer: Sex</u> Year 9 Autumn/Spring Relationships module: <u>Healthy relationships</u>	<u>Year 10 Autumn/Spring: Relationships module: Commitment</u> <u>Year 10 Autumn/Spring: Relationships module: Sex</u>
	<ul style="list-style-type: none"> The facts about the full range of contraceptive choices, efficacy and options available 	<u>Year 8: Spring/Summer: Sex</u>	Year 10 Spring/summer: Relationships module: <u>The effects of sex: STIs and contraception</u>
	<ul style="list-style-type: none"> 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) 		Year 10 Spring/summer: Relationships module: <u>The effects of sex: pregnancy and fertility</u>
	<ul style="list-style-type: none"> How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment How the use of alcohol and drugs can lead to risky sexual behaviour How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment 	Year 9 Autumn/Spring Health and wellbeing module: <u>Drugs and the law</u> Year 8 Spring/summer: Health and wellbeing: <u>Alcohol</u> <u>Year 8: Spring/Summer: Sex</u>	Year 10 Spring/summer: Relationships module: <u>The effects of sex: STIs and contraception</u> <u>Year 10 Spring/summer: Relationships module: The effects of sex: pregnancy and fertility</u> <u>Year 10 Autumn/Spring: Relationships module: Sex</u>

TOPIC	STUDENTS SHOULD KNOW	When taught and in what curriculum area, e.g. PD etc.	
		Years 7 – 9	Years 10 - 11
Mental wellbeing	Pupils should know <ul style="list-style-type: none"> how to talk about their emotions accurately and sensitively, using appropriate vocabulary. 	Year 8 Autumn/spring Health and wellbeing: <u>Mental health I</u> Year 8 Autumn/Spring Relationships module: <u>Healthy relationships</u>	Year 10 Autumn/Spring Health and wellbeing module: <u>Managing tough times</u> Year 10 Autumn/Spring: Relationships module: <u>Sex</u>
	<ul style="list-style-type: none"> that happiness is linked to being connected to others 	Year 7: Spring/Summer: Relationship: <u>Changing relationships</u>	
	<ul style="list-style-type: none"> how to recognise the early signs of mental wellbeing concerns. 	Year 8 Autumn/spring Health and wellbeing: <u>Mental health I</u>	
	<ul style="list-style-type: none"> common types of mental ill health (e.g. anxiety and depression). 	Year 8 Autumn/spring Health and wellbeing: <u>Mental health I</u>	Year 10 Autumn/Spring Health and wellbeing module: <u>Managing tough times</u>
	<ul style="list-style-type: none"> 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 	Year 8: Autumn/Spring: Relationships module: <u>Bullying</u>	
	<ul style="list-style-type: none"> the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness. 	Year 7 Spring/summer: Health and wellbeing module: <u>Healthy eating and lifestyle</u> Year 9 Spring/summer: Health and wellbeing module: <u>Eating disorders</u>	
Internet safety and harms	Pupils should know	Year 8: Autumn/Spring: Relationships module: <u>Bullying</u>	

TOPIC	STUDENTS SHOULD KNOW	When taught and in what curriculum area, e.g. PD etc.	
		Years 7 – 9	Years 10 - 11
	<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. 	<p><u>Year 9 Autumn/Spring Relationships module: Consent and communication</u></p> <p><u>Year 9: Spring/summer: Relationships module: Dangerous relationships</u></p> <p><u>Year 7 Spring/summer: Health and wellbeing module: Healthy eating and lifestyle</u></p>	<p>Year 10 Autumn/spring Health and wellbeing module: <u>Body image</u></p> <p><u>Year 10 Autumn/Spring: Relationships module: Pornography</u></p>
Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. 	<p>Year 7 Spring/summer: Health and wellbeing module: <u>Healthy eating and lifestyle</u></p> <p>Year 9 Spring/summer: Health and wellbeing module: <u>Eating disorders</u></p>	<p>Year 11 Autumn/spring Health and wellbeing module: <u>Exam stress</u></p> <p>Year 10 Spring/Summer Health and wellbeing module: <u>Stress</u></p>
	<ul style="list-style-type: none"> 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. 	<p>Year 7 Spring/summer: Health and wellbeing module: <u>Healthy eating</u></p> <p>Year 9 Autumn/spring Health and wellbeing module: <u>Healthy lifestyles and coping strategies</u></p>	

TOPIC	STUDENTS SHOULD KNOW	When taught and in what curriculum area, e.g. PD etc.	
		Years 7 – 9	Years 10 - 11
	<ul style="list-style-type: none"> about the science relating to blood, organ and stem cell donation. 	Science: Year 7: Cells and Organisation	Science: Year 10 GCSE Biology: Paper 1
Healthy eating	Pupils should know <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 	Year 7 Spring/summer: Health and wellbeing module: <u>Healthy eating and lifestyle</u>	
Drugs, alcohol and tobacco	Pupils should know <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. 	Year 9 Autumn/Spring Health and wellbeing module: <u>Drugs and the law</u> Year 8 Spring/summer: Health and wellbeing: <u>Alcohol</u>	
	<ul style="list-style-type: none"> the law relating to the supply and possession of illegal substances. 	Year 9 Autumn/Spring Health and wellbeing module: <u>Drugs and the law</u>	
	<ul style="list-style-type: none"> the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. 	Year 9 Autumn/Spring Health and wellbeing module: <u>Drugs and the law</u> Year 8 Spring/summer: Health and wellbeing: <u>Alcohol</u>	
	<ul style="list-style-type: none"> the physical and psychological consequences of addiction, including alcohol dependency 	Year 9 Autumn/Spring Health and wellbeing module: <u>Drugs and the law</u> Year 8 Spring/summer: Health and wellbeing: <u>Alcohol</u>	

TOPIC	STUDENTS SHOULD KNOW	When taught and in what curriculum area, e.g. PD etc.	
		Years 7 – 9	Years 10 - 11
	<ul style="list-style-type: none"> awareness of the dangers of drugs which are prescribed but still present serious health risks. 	Year 9 Autumn/Spring Health and wellbeing module: <u>Drugs and the law</u>	
	<ul style="list-style-type: none"> 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. 	Year 7 Spring/summer health and wellbeing module: <u>Smoking</u>	
Health and prevention	Pupils should know <ul style="list-style-type: none"> about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. about antibiotics. 	Year 7 Spring/summer: Health and wellbeing module: <u>Healthy eating and lifestyle</u> Year 7: Autumn/Spring: <u>Relationships module: Puberty</u>	Year 10 Spring/summer: Relationships module: <u>The effects of sex: STIs and contraception</u>
	<ul style="list-style-type: none"> (late secondary) the benefits of regular self-examination and screening. 		Science: Year 10 GCSE Biology: Infection and Disease
	<ul style="list-style-type: none"> the facts and science relating to immunisation and vaccination 		Science: Year 10 GCSE Biology: Infection and Disease
	<ul style="list-style-type: none"> the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn. 	Year 7 Spring/summer: Health and wellbeing module: <u>Healthy eating and lifestyle</u>	Year 10 Spring/Summer Health and wellbeing module: <u>Stress</u>
Basic first aid	Pupils should know <ul style="list-style-type: none"> basic treatment for common injuries 	Year 8 Spring/summer: Health and wellbeing module: <u>First Aid</u>	

TOPIC	STUDENTS SHOULD KNOW	When taught and in what curriculum area, e.g. PD etc.	
		Years 7 – 9	Years 10 - 11
	<ul style="list-style-type: none"> life-saving skills, including how to administer CPR. the purpose of defibrillators and when one might be needed. 		
Changing adolescent body	Pupils should know <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. 	Year 7 Autumn/spring: Health and wellbeing module: <u>Feelings and peer pressure</u> Year 7 Autumn/spring: Relationships module: <u>Puberty</u> Year 7 Spring/Summer: Relationships module: <u>Sex, gender and sexual orientation</u>	

