

FURROWFIELD SCHOOL

PSHE AND RSE POLICY



2022

Approved By:	Full Governing Body R. Marshall H. E. Scott	Date:	9/11/22
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Furrowfield School Vision and Values Statement:



Our Vision and Values



At **Furrowfield School** we want to improve our **life chances** by;

Being **imaginative** in our thinking,
Working **collaboratively**, sharing our ideas and our learning,
Being **inquisitive**, asking questions and finding answers,
Being **resilient**, never giving up even when we face challenges,
Being **reflective**, thinking how we can use what we have learnt.

This will support our achievement, our personal development, our social, emotional, mental health and wellbeing, and help us to be **empowered, thoughtful, kind** and **successful** citizens of the future.

Policy Context and Rationale

This policy covers Furrowfield School's approach to PSHE (Personal, Social, Health and Economic) education and incorporates the school's Relationships and Sex Education (RSE) Policy. It was produced by the Assistant Head Teacher/SENDco through consultation with staff and Governors. Consultation took place in the form of meetings in Autumn term 2022 in which the policy was discussed. Student needs have informed the creation of this policy through Public Health England reports identifying the needs of young people. The policy and core focuses will be reviewed in October 2022, informed by ongoing students and parent/carer consultation.

Legislation

Currently under the Education Act 2002 all schools must provide a balanced and broadly-based curriculum which:

- *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and*
- *prepares pupils at the school for the opportunities, responsibilities and experiences of later life.*

The 2006 Education and Inspections Act placed a duty on Governing Bodies 'to promote the wellbeing of pupils at the school'.

Current regulations and guidance from the Department for Education state that from September 2020, all secondary schools must deliver relationships and sex education.

Documents that inform the school's PSHE and RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance RSE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2022)
- Children and Social Work Act (2017)

Policy Availability

Parents and carers will be informed about the policy through yearly communication. The policy is available to parents and carers through the Furrowfield School website and via the school office.

Policy Aims and Objectives

At Furrowfield School we strive to create a kind, caring community in which everyone feels valued and everyone treats one another with respect and sensitivity. All students in our school community are treated as individuals, all different but all equal, and this policy is underpinned by the school's vision and values statement; allowing all students pupils to develop within a safe and supportive environment.

We believe that effective personal development is crucial to the rounded education provided to our students and that every child should have access to effective Personal, Social, Health and Economic Education (PSHE) and Relationships and Sex Education (RSE). At Furrowfield school this is embedded into our curriculum as PSHRE.

PSHRE is lifelong learning about personal, physical, mental, sexual, moral and emotional development. It is about understanding the importance of health and wellbeing, stable and loving relationships, and living in the wider world. PSHRE education helps pupils to develop the knowledge, skills and attributes they need to manage many of the critical opportunities, challenges and responsibilities they will face as they grow up and in adulthood. By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, we can help to tackle barriers to learning, raise aspirations, and improve the life chances of our pupils, and equip them to respond, reflect and act positively on the Vision and Values of the School.

Learning and Teaching

Furrowfield School specifically delivers both Personal, Social and Health Education and Relationship and Sex Education through its PSHRE curriculum, through RE and Science lessons at KS3 and KS4. Teaching staff deliver the PSHRE curriculum with support from professionals where appropriate.

PSHRE is delivered for 1 session a week at Key Stage 3 and Key Stage 4. We follow a spiral curriculum where topics grow alongside the students, adding to their knowledge in an age-appropriate way.

The Curriculum Overview for PSHRE can be seen in **Appendix 1** of this document.

Intended Outcomes

The learning opportunities in the Programme of Study cover all of the content outlined in the Department for Education's statutory Relationships, Sex and Health Education guidance, and go beyond this to integrate the statutory content within a complete and comprehensive PSHRE education programme. The grids in **Appendix 2** set out where each aspect of the statutory guidance is covered by Programme of Study learning opportunities in key stages 3-4.

Delivery

Furrowfield School believes that, as PSHRE education works within students' real life experiences, it is essential that good quality PSHRE needs to be taught in a safe environment. Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of PSHRE. Before embarking on these lessons a PSHRE Classroom Charter is established with all groups:

- **Openness:** We will be open and honest, but not discuss directly our own or others' personal/private lives. We will discuss examples but will not use names or descriptions which could identify anyone.
- **Keep the conversation in the room:** We feel safe discussing issues and we know that our teacher will not repeat what is said in the classroom unless they are concerned we are at risk, in which case they will follow the school's safeguarding policy.
- **Non-judgmental approach:** It is okay for us to disagree with another person's point of view but we will not judge, make fun of, or put anybody down. We will 'challenge the opinion, not the person'.
- **Right to pass:** Taking part is important. However, we have the right to pass on answering a question or participating in an activity and we will not put anyone 'on the spot'.
- **Seeking help and advice:** If we need further help or advice, we know how and where to seek it—both in school and in the community. We will encourage friends to seek help if we think they need it.
- **Make no assumptions:** We will not make assumptions about people's values, attitudes, behaviours, identity, life experiences or feelings. We will listen to the other person's point of view respectfully and expect to be listened to ourselves.
- **Asking questions:** We are encouraged to ask questions and they are valued by our teacher. However, we do not ask personal questions or anything intended to deliberately try to embarrass someone.
- **Using appropriate language:** We will use correct terms rather than slang terms, as they can be offensive. If we are not sure what the correct term is, we will ask our teacher.

Alongside the Charter

- Inappropriate images, videos, etc. will not be used, and resources will be selected with sensitivity given to the age and cultural background of students.
- Students will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this, are outlined in the school's E-safety Policy, and Acceptable Use Agreement.

- Teachers will ensure that students' views are listened to and will encourage them to ask questions and engage in discussion.
- Teachers will answer questions sensitively and honestly, and in a way that considers prior learning and is age-appropriate. Sometimes an individual pupil will ask an explicit or difficult question in the classroom. Questions do not have to be answered and can be addressed later. This school believes that individual teachers must use their skill and discretion in these situations and refer to the Senior Leadership Team.
- Teachers will focus heavily on the importance of healthy relationships, though sensitivity will always be given as to not stigmatise students on the basis of their home circumstances.
- The school understands that students with special education needs and disabilities (SEND) are entitled to learn about sex and relationship education, and the programme is designed to be inclusive of all students.
- Teachers will understand that they may need to be more explicit and adapt their planning of work in order to appropriately deliver the programme to students with SEND.
- External experts, such as the School Nurse and Public Health Practitioners may be invited to assist from time-to-time with the delivery of the sex and relationship education programme but will be expected to comply with the provisions of this policy.
- The PSHRE curriculum will be assessed via in-class questioning, quizzes, exit slips and written responses. There will be opportunities for students to develop oracy within lessons.

Working with parents

We will encourage discussion of topics at home by making parents/carers aware of the topics students will be covering throughout the school year on the school website.

The government statutory requirements have made the teaching of Relationship and Health Education compulsory in primary and secondary schools. Sex education within the national curriculum of Science (including about the teaching of reproduction in humans) is also compulsory. The school respects the legal right of parents/carers to withdraw their child from all or part of the sex and relationship education programme except for those statutory parts included in the science national curriculum.

However, parents and carers have the right to withdraw their child from aspects of sex education (see **Appendix 2**) up to 3 terms prior to the child's 16th birthday. At this point, if the child themselves wishes to receive sex education rather than be withdrawn, Furrowfield School should make arrangements for this to happen in one of the three terms before the child turns 16 – the legal age of consent.

If parents/carers wish to exercise this right, requests for withdrawal should be put in writing and addressed to the Head Teacher (**Appendix 3**). A copy of the withdrawal requests will be placed in the student's educational records. The Head Teacher will discuss this request with parents/carers and take appropriate actions. Alternative work will be given to students who are withdrawn from RSE.

Equal opportunities

Furrowfield School understands and abides by The Equality Act 2010, and fully respects the rights of students and staff members, regardless of any protected characteristics that he/she may have. We are

dedicated to delivering the sex and relationship education programme with sensitivity and respect, avoiding any derogatory or prejudicial terms which may cause offence.

Furrowfield School understands that different ethnic groups may have different needs and concerns and that, for some young people, it is not culturally appropriate for them to be taught particular items in mixed groups. The views of parents and carers will be valued in this regard.

Within Furrowfield School there may be students of varying gender and sexual identity or sexual orientation. The school is committed to supporting these students and offers a range of professionals who can be contacted to gain further advice and support.

Confidentiality

Confidentiality within the classroom is an important component of sex and relationship education, and teachers are expected to respect the confidentiality of their students as far as is possible. However staff must alert the school's Designated Safeguarding Lead (DSL) about any suspicions of inappropriate behaviour or potential abuse as per the school's Safeguarding and Child Protection Policy.

Any disclosures brought on by the nature of the content will be dealt with in line with normal safeguarding policies and confidentiality cannot be guaranteed.

Roles and Responsibilities

The Head Teacher and members of the Senior Leadership Team (SLT)

The Head Teacher and SLT are responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

The Head Teacher will ensure that:

- all staff are informed of the policy and the responsibilities included within the policy
- all teachers exploring new pedagogies and technology can be fully utilised to support subjects
- the teaching of RSE is monitored to ensure that it is delivered in a way that is accessible to all pupils
- clear information is provided to parents/carers on the subject content and the right to request that their child is withdrawn.

The Governing Body

The governing body will approve the PSHE and RSE policy and hold the Head Teacher to account for its implementation.

Staff

Staff responsible for teaching RSE include:

- Teachers responsible for teaching PSHRE
- Teachers responsible for teaching religious education (RE)
- Teachers responsible for teaching KS3 and KS4 science

All staff will ensure that:

- at all times staff will model a positive attitude to RSE
- all points of view they may express during the teaching of RSE are unbiased
- the teaching of RSE is delivered in a way that is accessible to all pupils
- the emphasis of teaching RSE will always be the importance and understanding of personal relationships and the right of the individual to make informed choices
- issues of stereotyping, sexual equality, harassment, rights, and legislation underpin the teaching of RSE
- pupil progress is monitored
- respond to the needs of individual pupils
- where appropriate they direct pupils to seek advice and support from an appropriate agency or individual. It is inappropriate for staff to give pupils personal advice on matters such as contraception
- where a pupil has embarked on a course of action that is a risk to themselves, the member of staff will ensure that the pupil is aware of the implications. The member of staff should refer any potential concerns to the Designated Safeguarding Lead (DSL), or a Deputy Designated Safeguarding Lead in the DSL absence.
- Staff do not have the right to opt out of teaching RSE. Any staff member who has concerns about teaching RSE are encouraged to discuss this with the Head Teacher.

Staff Training

Teachers responsible for teaching PSHRE will receive training using PSHE Association CPD resources and those produced by the DfE. Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme. Trained staff will be able to give students advice on where and how to obtain confidential advice, counselling and treatment.

Monitoring and Evaluation

The Head Teacher and SLT will actively monitor the teaching through school review mechanisms.

Review Date

The PSHE and RSE policy should be reviewed at least every 18 months to 2 years. This policy will be reviewed in September 2024, to ensure is relevant to the students and the priorities within the community.

Appendix 1

Curriculum Overview

Subject: PSHRE						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p>Unit Name: Health & Wellbeing – <i>Transition & Safety</i></p> <p>Unit Description: Transition to secondary school and personal safety in and outside school, including first aid</p>	<p>Unit Name: Living in the wider world - <i>Developing skills and aspirations</i></p> <p>Unit Description: Careers, teamwork and enterprise skills, and raising aspirations</p>	<p>Unit Name: Relationships - <i>Diversity</i></p> <p>Unit Description: Diversity, prejudice, and bullying</p>	<p>Unit Name: Health and Wellbeing – <i>Health & Puberty</i></p> <p>Unit Description: Healthy routines, influences on health, puberty, unwanted contact, and FGM</p>	<p>Unit Name: Relationships - <i>Building relationships</i></p> <p>Unit Description: Self-worth, romance and friendships (including online) and relationship boundaries</p>	<p>Unit Name: Living in the wider world - <i>Financial decision making</i></p> <p>Unit Description: Saving, borrowing, budgeting and making financial choices</p>
Year 8	<p>Unit Name: Health & Wellbeing - Emotional wellbeing</p> <p>Unit Description: Mental health and emotional wellbeing, including body image and coping strategies</p>	<p>Unit Name: Living in the wider world - Digital literacy</p> <p>Unit Description: Online safety, digital literacy, media reliability, and gambling hooks</p>	<p>Unit Name: Relationships - Discrimination</p> <p>Unit Description: Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia</p>	<p>Unit Name: Health & Wellbeing – Drugs & Alcohol</p> <p>Unit Description: Alcohol and drug misuse and pressures relating to drug use</p>	<p>Unit Name: Relationships - Identity and relationships</p> <p>Unit Description: Sexual orientation and gender identity, consent, contraception, visible differences, homelessness and refugees</p>	<p>Unit Name: Living in the wider world - Community and careers</p> <p>Unit Description: Equality of opportunity in careers and life choices, and different types and patterns of work</p>

<p>Year 9</p>	<p>Unit Name: Health & Wellbeing - Peer influence, substance use and gangs</p> <p>Unit Description: Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation</p>	<p>Unit Name: Living in the wider world – Employability skills</p> <p>Unit Description: Employability and online presence</p>	<p>Unit Name: Relationships - Respectful relationships</p> <p>Unit Description: Families and parenting, healthy relationships, conflict resolution, and relationship changes</p>	<p>Unit Name: Health & Wellbeing – Healthy Lifestyle</p> <p>Unit Description: Diet, exercise, lifestyle balance and healthy choices, and first aid</p>	<p>Unit Name: Relationships - Intimate relationships</p> <p>Unit Description: Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography</p>	<p>Unit Name: Living in the wider world – Setting Goals</p> <p>Unit Description: Learning strengths, career options and goal setting as part of the GCSE options process</p>
<p>Year 10</p>	<p>Unit Name: Health & Wellbeing - Mental Health</p> <p>Unit Description: Mental health and ill health, stigma, safeguarding health, including during periods of transition or change</p>	<p>Unit Name: Living in the wider world - financial decision making</p> <p>Unit Description: The impact of financial decisions, debt, gambling and the impact of advertising on financial choices</p>	<p>Unit Name: Relationships - Healthy Relationships</p> <p>Unit Description: relationships and sex expectations, pleasure and challenges, including the impact of the media and pornography</p>	<p>Unit Name: Health & Wellbeing – Exploring influence</p> <p>Unit Description: The influence and impact of drugs, gangs, role models and the media</p>	<p>Unit Name: Relationships - Addressing extremism and radicalisation</p> <p>Unit Description: Communities, belonging and challenging extremism</p>	<p>Unit Name: Living in the wider world - Work Experience</p> <p>Unit Description: Evaluation of work experience, places of work and readiness for work</p>

<p>Year 11</p>	<p>Unit Name: Health & Wellbeing – Building for the future Unit Description: Self-efficacy, stress management, and future opportunities</p>	<p>Unit Name: Living in the wider world – Next steps Unit Description: Application processes, and skills for further education, employment and career progression</p>	<p>Unit Name: Relationships - Communication in relationships Unit Description: Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse</p>	<p>Unit Name: Health & Wellbeing - Independence Unit Description: Responsible health choices, and safety in independent contexts</p>	<p>Unit Name: Relationships - Families Unit Description: Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships</p>	
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Appendix 2

PSHRE Learning Opportunities

RELATIONSHIPS EDUCATION (SECONDARY)

		KS3	KS4
		By the end of secondary school:	
		Pupils should know:	
Families	<ul style="list-style-type: none"> that there are different types of committed, stable relationships. 	R1, R36	R1, R4
	<ul style="list-style-type: none"> how these relationships might contribute to human happiness and their importance for bringing up children. 	H2, R36	R2, R4, R25
	<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. 		R4, R10
	<ul style="list-style-type: none"> why marriage is an important relationship choice for many couples and why it must be freely entered into. 	R6	R4, R10, R33
	<ul style="list-style-type: none"> the characteristics and legal status of other types of long-term relationships. 	R1	R1, R4
	<ul style="list-style-type: none"> the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. 	R35, R36	R25
	<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. 	R2, R6, R23, R37, R38, R46, L23, L27	R2, R17, R23, L24, L27
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. 	R2, R10, R13, R14, R16, R19, R21	R1, R12, R13
	<ul style="list-style-type: none"> practical steps they can take in a range of different contexts to improve or support respectful relationships. 	R13, R14, R41, R42	R30, R31, R34, R36
	<ul style="list-style-type: none"> 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). 	R7, R8, R39, R40, L10	L5
	<ul style="list-style-type: none"> 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. 	R2, R14	R1, R10, L29

Continued...	<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. 	R14, R23, R38, R40	R7, R34
	<ul style="list-style-type: none"> that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. 	R2, R25, R37	R28, R29, R30
	<ul style="list-style-type: none"> what constitutes sexual harassment and sexual violence and why these are always unacceptable. 	R37	R16, R29, L15
	<ul style="list-style-type: none"> 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. 	R40, R41, L10	R5, R6, L15
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. 	R13, R14, L20, L22	R15, R16, L11, L12, L22, L23
	<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. 	H30, R17, R21, R37, L20, L21	H22, R14, R22, L25
	<ul style="list-style-type: none"> not to provide material to others that they would not want shared further and not to share personal material which is sent to them. 	R29, R30, L21	R22, L23, L25
	<ul style="list-style-type: none"> what to do and where to get support to report material or manage issues online. 	R17, R30, R37, L27	R14, R17, L23
	<ul style="list-style-type: none"> the impact of viewing harmful content. 	H3, R7, R8, L25	H3, R8
	<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. 	R8	R8
	<ul style="list-style-type: none"> that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. 	R30	R22
	<ul style="list-style-type: none"> how information and data is generated, collected, shared and used online. 	L20, L21	L22, L23, L25, L26
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. 	H22, R6, R24, R25, R27, R37	H23, R16, R18, R19, R28, R29, R30, R31, R32, R33, R37
	<ul style="list-style-type: none"> 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). 	R24, R26, R27	R18, R20, R21, R22

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. 	R2, R10, R14, R24, R31	R1, R2, R18
<ul style="list-style-type: none"> • 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. 	H2, H36, R13, R18, R33	H2, H6, H26, H27, R24
<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 and menopause. 		H26, H30, H31, H32, R24, R26
<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. 	H5, R24, R26, R30, R42	H4, R3, R18, R21, R28
<ul style="list-style-type: none"> • that they have a choice to delay sex or to enjoy intimacy without sex. 	R9, R11, R12, R24, R25, R28, R31	R2, R9, R10, R21
<ul style="list-style-type: none"> • the facts about the full range of contraceptive choices, efficacy and options available. 	H35, H36, R33	H26, H29, R23
<ul style="list-style-type: none"> • the facts around pregnancy including miscarriage. 	R33, R34	H30, H32
<ul style="list-style-type: none"> • 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). 	R34	H33, R23, R24, R26, R27
<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. 	H35, H36, R33	H27, H28, H31, R23
<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. 	H36	H27, H28, H31
<ul style="list-style-type: none"> • how the use of alcohol and drugs can lead to risky sexual behaviour. 	H27	H20, R20
<ul style="list-style-type: none"> • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. 	H35, R23, R34, R37	H14, H28, H29, H32, H33, R7, R17, R24, R32

HEALTH EDUCATION (SECONDARY)

		KS3	KS4
		By the end of secondary school:	
		Pupils should know:	
Mental wellbeing	<ul style="list-style-type: none"> how to talk about their emotions accurately and sensitively, using appropriate vocabulary. 	H6, H8	
	<ul style="list-style-type: none"> that happiness is linked to being connected to others. 		R1
	<ul style="list-style-type: none"> how to recognise the early signs of mental wellbeing concerns. 	H11, H12	H6, H8, H10
	<ul style="list-style-type: none"> common types of mental ill health (e.g. anxiety and depression). 	H11	H8, H9
	<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. 	H1, H7, H13, H14, H15, L2, L25	H2, H7, H11
	<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. 	H2, H10, H13, H14, L11	H7, H11
Internet safety and harms	<ul style="list-style-type: none"> the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online. 	H3, H13, H14, H30, H32, L18, L20, L24	H3, H12, H22, H25, L11, L18, L24, L25, L26
	<ul style="list-style-type: none"> 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. 	H30, R13, R14, R17, R23, R30, R37, R38, L27	H23, R3, R7, R14, R15, R16, R17, R22, R29, R30, R31, R34, R38, L20
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. 	H10, H13, H14	H7, H11
	<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 cardio-vascular ill-health. 	H13, H14, H15	H11, H16
	<ul style="list-style-type: none"> about the science relating to blood, organ and stem cell donation. 		H15

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. 	H17, H18	H11
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. 	H23, H26, H27, H28, R20	H19, H20, R20
	<ul style="list-style-type: none"> the law relating to the supply and possession of illegal substances. 	H26, H28	H19
	<ul style="list-style-type: none"> the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. 	H24, H26, H27, H29, R20	H19, R20
	<ul style="list-style-type: none"> the physical and psychological consequences of addiction, including alcohol dependency. 	H26, H27, H29, R20	H19, H20, H21
	<ul style="list-style-type: none"> awareness of the dangers of drugs which are prescribed but still present serious health risks. 	H23, H26, H27	H19
	<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. 	H26, H27	H19, H21
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. 	H19, H20	H16
	<ul style="list-style-type: none"> about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. 	H19, H20	
	<ul style="list-style-type: none"> (late secondary) the benefits of regular self-examination and screening. 	H19	H16
	<ul style="list-style-type: none"> the facts and science relating to immunisation and vaccination. 	H19	H16
	<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. 	H15	H11

Basic first aid	<ul style="list-style-type: none"> • <i>basic treatment for common injuries.</i> 	H33	H24
	<ul style="list-style-type: none"> • <i>life-saving skills, including how to administer CPR.</i> 	H33	H24
	<ul style="list-style-type: none"> • <i>the purpose of defibrillators and when one might be needed.</i> 	H33	H24
Changing adolescent body	<ul style="list-style-type: none"> • <i>key facts about puberty, the changing adolescent body and menstrual wellbeing.</i> 	H34	
	<ul style="list-style-type: none"> • <i>the main changes which take place in males and females, and the implications for emotional and physical health.</i> 	H34, R5, R18	R6

Appendix 3

Parent / Carer form: Withdrawal from Sex Education within RSE

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

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