



Enfield County School for Girls

Relationship and Sex Education Policy including Personal Development

January 2024

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Statement of Intent

At Enfield County School for Girls, we understand the importance of educating our students in all aspects and that healthy and fulfilling relationships, whether with friends, family or intimate partners. We are also aware of our responsibility in enabling students to make healthy and well-informed decisions in their lives and that successful relationships can make a difference to well-being and happiness.

The teaching of Personal, Social, Health and Economic (PSHE) education and Relationship and Sex education can help to prepare pupils for the opportunities, responsibilities and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of students at school and in the wider society.

Our school's ethos is focused on ensuring that your daughters' education equips her with resilience to deal with the demands of life and enables her to develop into a well-educated, confident, caring and compassionate woman. Enfield County School for Girls aims to secure the achievement of our students socially, academically, personally and creatively. This will enable them to develop self-discipline and the knowledge to make confident and responsible choices, both now and in the future. Our inclusive learning ethos and gives them the values and skills to work in a global community.

We have an obligation to provide pupils with high-quality and age-appropriate teaching of these subjects. This policy outlines how the school's RSE and health education curriculum will be organised and delivered, to ensure it meets the needs of all students.

Purpose of the RSE Policy

All secondary schools are required by the government to teach RSE and have an RSE policy. The purpose of the policy is to:

- Meet the statutory duty of the Department for Education Relationships, Sex Education and Health Education guidance (2020)
- Provide information for all members of the school community; staff, students, parents, carers, governors and visitors on how and what is taught in RSE. We also want to enable parents and carers to support their child's education
- Give information to staff, parents and carers, governors, students and outside visitors about what is taught in RSE, how it is taught and who teaches it
- Enable parents and carers to support their children in learning about Relationships and Sex Education
- Give a clear statement our approach to RSE and the values underpinning it and why it is compulsory for all secondary schools to teach it
- Set out how Relationships and Sex Education meets schools' legal requirements to:
 - promote well-being (Children Act 2004)
 - to prepare children for the challenges, opportunities and responsibilities of adult life (Education Act 2006)
 - to meet the school's safeguarding obligations
 - to comply with the Equality Act 2010 to prevent discrimination
 - to advance equality of opportunity
 - to foster good relations between different groups
 - to make the policy available to all students and their parents and carers (Education Act 2006)



Development of the Policy

This policy was developed by the Designated Safeguarding Lead and the Personal Development Co-ordinator in consultation with school governors, staff, students, parents and carers students and information from organisations such as the PSHE Association, the DfE and The Key

We have taken account of the

- Statutory guidance on Relationships Education, RSE and Health Education (DfE June 2019)
- Working Together to Safeguard Children
- Keeping Children Safe in Education 2022
- Equality Act 2010 and the Public Sector Duty

Links to other policies

This policy operates in conjunction with the Safeguarding and Child Protection policy, Inclusion policy and Relationship policy, Anti-bullying policy, SEND policy, Equality policy, British Values Statement and Mental Health and Well-Being Policy (in draft).

Definition of RSE

Relationships and Sex Education (RSE) is enabling young people to learn about making and maintaining healthy, happy and respectful relationships, knowing how to recognise unhealthy relationships and being able to seek support, and having the information and skills to be safe online and to take responsibility for their sexual health.

Relationships education is learning about:

- Different relationships (including friendship, family, intimate, marriage/civil partnerships) and how to make and maintain healthy, caring and respectful relationships
- Healthy and unhealthy relationships, including online
- How to recognise when a family, friend, intimate or other relationship is unhealthy or unsafe and how to seek help and report concerns or abuse
- How to recognise when a relationship is coercive or controlling and know this behaviour is unacceptable and criminal and how to seek help
- Stereotypes and how they can lead to prejudice and discrimination, eg based on gender, race, religion, Special Educational Need (SEN), disability or sexual orientation
- Different types of bullying, the impact it has and how to prevent it, how to get help and how to report it
- The concepts and laws relating to sexual consent, sexual exploitation and sexual violence, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM
- Equality and protected characteristics¹ and the importance of respecting difference
- Gender identity and building a positive sense of gender identity
- How to recognise risk and the negative impact of some online material (including on relationships) and understand what is legal and appropriate to share and the importance of respect for others online and where to get support
- The features of healthy one-to-one intimate relationships
- Managing sexual pressure
- What makes successful parenting and the roles and responsibilities of parents



Sex Education is learning about:

- The choice to delay sex or be intimate without sex
- Pregnancy options, including abortion
- The impact of alcohol and drugs on sexual behaviour
- Where to get confidential sexual and reproductive health advice and treatment

Some of RSE overlaps with the Science curriculum. These include, but are not limited to:

- Reproductive health including fertility and infertility and menopause
- Contraceptive choices
- Pregnancy
- STIs including HIV/AIDS, how they are transmitted, treated and prevented

The Purpose of teaching RSE in schools

The government has made Relationships and Sex Education a compulsory part of the curriculum and we agree that this is a crucial aspect of the secondary curriculum. Through Relationships Education young people develop the positive values and skills to make and maintain healthy, safe and respectful relationships and to recognise when a relationship, whether in the family, amongst friends or in an intimate relationship is unhealthy or unsafe and where to seek help. They learn the knowledge and skills about what is and is not appropriate and about what is legal and illegal behaviour online and how to be safe online. **For these reasons parents and carers do not have the right to withdraw their child from Relationships Education.**

Through sex education young people learn information that will enable them to take responsibility for their sexual health and reduce the risk of sexually transmitted infections and unplanned pregnancy. Parents and carers do have the right to withdraw their child from Sex Education but not from any aspects of the Science Curriculum - see Section 8 in the policy for further details on this.

Values promoted through RSE

Our priority is for every student to feel included and supported and to develop healthy, respectful and caring relationships and to have the knowledge and skills to live healthy and safe lives. We are an inclusive school that promotes diversity and equality.

We want all students to feel that the content of RSE is relevant to them and their developing sexuality and that they understand the society in which they are living and growing up in, as well as be respectful of others and difference.

We believe that RSE promotes the values of our school:

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- **Respect** - for everyone regardless of race, gender, sexuality, religion or ability
- **Responsibility** – in relationships with others and towards ourselves
- **Equality of opportunity** – a curriculum that is for everyone regardless of their beliefs
- **Co-operation** – fostering positive and healthy relationships in the community
- **Generosity of spirit** – promoting kindness, compassion, love and trust in relationships

Aside from this the RSE curriculum at Enfield County School for Girls will promote

- the values based on preventing prejudice and discrimination based on sexual orientation, disability, ethnicity, religion or belief, gender and gender reassignment (protected characteristics in the Equality Act (2010)
- equality and respecting rights and responsibilities in relationships
- the values of family life and stable, loving and committed relationships, including marriage and civil partnerships, for bringing up children
- the belief that everyone has the right to a healthy and safe relationship

Aims for RSE

Our RSE programme aims to help young people:

- Develop the confidence to talk, listen and think about relationships in a positive and supportive environment
- Develop the skills to make and maintain healthy, caring and respectful relationships, friendships, family and intimate relationships
- Recognise unhealthy or unsafe relationships, including in friendships and within the family, with adults they may encounter (including online) and within intimate relationships, and how to seek help
- Manage sexual pressure, including resisting pressure and understand the choice to delay sex or be intimate without sex
- Respect different relationships including heterosexual, gay, lesbian and bisexual
- Challenge and prevent discrimination based on difference e.g. sexual orientation, gender identity, race, SEN and disability
- Recognise and prevent all types of bullying and prejudice-based language including sexist, sexual, homophobic, biphobic and transphobic language and bullying and develop the confidence to report it
- Understand the spectrum of gender identity including transgender and challenge gender stereotypes and inequality and promote equality and respect in relationships
- Recognise risk and how to be safe online and behave appropriately and respectfully
- Know where and how to seek information and advice when they need help • Understand what affects reproductive health
- Understand what makes successful parenting and the roles and responsibilities of parents
- Understand about pregnancy and the choices available
- Prevent the spread of sexually transmitted infections and prevent unplanned pregnancy

Students will also be taught about the emotional, social and physical changes at puberty which is a statutory part of Science and Health Education.

Content and Organisation of the RSE Programme

RSE will be taught as part of the planned Personal Development Curriculum - sometimes referred to as the Personal, Social, Health and Economic (PSHE) curriculum. This is taught in every year mainly in PD lessons and form time, but also in assemblies, through workshops or visiting theatre production or through carefully selected speakers – for example Enfield Sexual Health service. Each year group will be taught appropriate to the age and maturity of students and the content will build on learning from previous years.

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When visitors are involved in RSE we will:

- plan and evaluate their contribution as part of the school's RSE teaching programme and
- provide the visitor with an up-to-date copy of the school's RSE Policy and ensure they adhere to it
- we will also ensure that the class teacher is present throughout the lesson, taking responsibility for class management
- provide follow up lessons

Puberty will be taught through Science and Personal Development lessons. The science of immunisations and vaccinations, blood, organ and stem cell donation will be taught in Science lessons.

See Appendix 1 - The biological aspects of statutory Science curriculum

See Appendix 2 - The requirements for teaching statutory RSE and puberty (in Health Education)

See Appendix 3 - The requirements for teaching the requirements for teaching Health Education

See Appendix 4 - The Personal Development curriculum in each Year

Teaching of RSE

RSE will be taught by staff and form teachers and they will be supported by the PD Coordinator. Aspects of RSE are also covered in other curriculum areas, including (but not limited to) P.E., English, Science and I.T.

TAs may support individual students to ensure the RSE meets their individual needs.

Delivery of the RSE curriculum

- The majority of RSE will be taught through the Personal Development Curriculum
- All students are taught either with their form groups or with their year groups
- Teachers set a group agreement or ground rules with students to ensure that an atmosphere is created where students feel able to ask questions, discuss concerns, talk about feelings and relationships, understand about confidentiality and do not discuss personal experiences or issues or ask information of each other or the teacher.
- Staff do not discuss details of their personal experiences or relationships with students.
- Adults will answer questions honestly and sensitively and appropriate to the age and maturity of the students. Questions may be answered to the whole class, in small groups or on a one-to-one basis, as appropriate. We also use question boxes so that students can ask questions anonymously.
- Resources are chosen to ensure that they are appropriate to the age and maturity of students. They take into account equality of opportunity through their use of language, cultural attitudes, family make-up and images, including body image, avoiding stereotyping, racism and sexism.
- A variety of teaching methods are used that enable students to participate and reflect on their learning, including role play, quizzes, pair and small group work and mixing groups so that students work with a range of peers. We also use case studies, stories and role plays to help de-personalise discussions and help students gain confidence to talk and listen to each other.



- The RSE policy reflects and is in line with our equal opportunities policy and the school ensures that the RSE teaching programme is inclusive, appropriate and relevant to all students, including those with SEN and disabilities. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all students feel valued and included, regardless of their gender identity, sexual orientation, ability, disability, experiences and family background.
- Where needed, RSE is differentiated to meet the needs of students and specialist resources may be used to respond to their individual needs. In some cases students have individual support or work in small groups.
- Teachers do not offer individual students advice on contraception. The teaching programme includes information about local NHS health services that can offer confidential information and advice.
- Promoting inclusion and reducing discrimination are part of RSE throughout the school and reflect our equality policy. When teaching about relationships we include an understanding of different types of relationships, including lesbian, gay and bisexual relationships. When teaching about families we include a broad range of family structures that reflect the diversity amongst students to ensure all students feel their family is valued. These include: families with a single parent; parents who are married, parents who are not married, parents who are divorced, lesbian, gay, bisexual or transgender parents; children living between two homes with step parents and step siblings; in foster homes; in residential homes and living with relations other than biological parents. When teaching about gender we include an understanding about gender identity and diversity. Through our teaching young people understand the society in which they are living and growing up in, as well as developing respect for others and difference.
- Homophobic, biphobic and transphobic references, language and bullying are not tolerated in school and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying.
- We will emphasise the importance of strong and supportive relationships for family life, including marriage and civil partnership (both opposite and same-sex couples)

Links to other areas of the curriculum:

We will seek opportunities to make links with RSE and Health and other areas of the curriculum to enhance students learning. For example:

- **Science** – pupils are taught about the main external parts of the body and changes to the human body as it grows, including puberty.
- **ICT and computing** – pupils are taught about how they can keep themselves safe online and the different risks that they may face online as they get older.
- **PE** – pupils can develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and lead healthy, active lives.
- **PD** – pupils learn about respect and difference, values and characteristics of individuals

Right to withdraw children from Sex Education

Parents do not have the right to withdraw their child from Relationships Education, but they have the right to withdraw their child from some or all of the sex education parts of statutory RSE.

In this school the Sex Education parts of statutory RSE are defined as the teaching about:

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- The choice to delay sex or to be intimate without sex
- Pregnancy choices including abortion
- The impact of alcohol and drugs on sexual behaviour
- How and where to get confidential sexual and reproductive health advice and treatment

We hope that parents and carers will support this important part of young people's education. However, we understand that some parents may want to educate their children in these aspects of statutory sex education themselves and so parents have the right to request that their child is withdrawn from these aspects.

This right is available to parents up to and until three terms before the child turns 16. After that, if the child wishes to have sex education it will be provided.

If a parent wishes to withdraw their child from sex education lessons they must put this in writing using the attached form (appendix 5) and address it to the Headteacher. Work will be provided and a student will be put in another class within their year group for the lesson.

Even when a child has been withdrawn from sex education lessons, if the child should ask questions at other times, these questions would be answered honestly by staff in the context of the question being asked. Staff may talk to parents about the questions children are asking.

Science National Curriculum All secondary schools are required to teach the Science National Curriculum which covers biological aspects of; human reproduction, menstrual cycle, fertilisation, pregnancy and birth, hormonal and non-hormonal methods of contraception, sexually transmitted infections (including HIV/AIDS) See Appendix 1 for more details.

Parents do not have the right to withdraw from Science lessons.

Health Education and Puberty

All secondary schools are required to teach statutory Health Education that includes teaching about puberty. This is covered in Year 7. Parents do not have the right to withdraw from Health Education.

Sex education, biological aspects of science and puberty are taught through PD and Science in teaching groups.

We provide a question box so that students can anonymously ask questions and these are then answered by the teacher.

Personal Development Overview

Whilst we are clear that the most pressing safeguarding concerns relate to Relationships and RSE, it is evident that wider concerns about child safety and wellbeing relate to the types of life skills this subject can cover.

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As a school, we intend to provide education on the following topics which will be reviewed annually in order to ensure they reflect the current climate in Britain. These will be delivered across a variety of key stages.

- Citizenship
- Government and politics
- Democracy and Law
- Financial management
- Personal identity and diversity
- Rights and responsibilities
- Sustainable environment

Student Voice

To ensure the RSE programme meets the needs of all pupils, the PD Coordinator will involve the Student Leadership team in reviewing and evaluating the programme each year, and all students are asked to fill in a survey towards the end of the academic year. Responding to this feedback helps shape the curriculum for the following academic year.

Students are involved in raising awareness about relevant RSE issues such as sexual exploitation, domestic abuse, keeping safe online and anti-bullying. Information about where to go to get health and wellbeing advice is displayed in the school, on MS Teams and given to students in form time and assemblies.

Confidentiality, safeguarding and child protection

Although RSE is not about personal disclosures and personal issues, it is possible that a student may disclose personal information. Staff understand that they cannot promise students absolute confidentiality and students know this too through the ground rules agreed at the start of the lesson. Students know that teachers cannot offer unconditional confidentiality and are reassured that they will only share information when it is in their best interests and for their safety and that this information is only shared on a strictly 'need to know basis'. They are encouraged to talk to their parents or carers and are provided with support to do so.

If teachers are concerned in any way that a student is at risk of sexual or any other kind of abuse, they will talk to the Designated Safeguarding Lead and follow the school's Safeguarding and Child Protection Procedures.

This school upholds the right of any health professional to work within their professional code of conduct. However, when professionals are delivering aspects of RSE in the classroom they are bound by the school's RSE policy.

Assessing RSE and PD

We have the same high expectations of student work in RSE, Health and PD as we do for other curriculum areas. There are no formal examinations or assessment, however students' some progress in learning and understanding of RSE is assessed as part of the assessment of science. Lessons will be planned to include suitable challenge and meet the needs of all abilities, including those of SEND students. Learning assessment may include, but is not limited to, questionnaires, verbal feedback and short knowledge quizzes at the ends of topics.



Monitoring and evaluating RSE and PD

The PD Coordinator monitors teachers' planning and works with the Senior Assistant Headteacher, the Progress and Achievement Leaders and form tutors to monitor delivery of lessons to ensure RSE is being taught. Students and staff are involved in evaluating the RSE teaching programme as part of the annual review of Personal Development, which also involves the Student Leadership Team.

The PD link governor will be informed through termly updates on the effectiveness of RSE and PD and informed of any changes implemented

Training staff to deliver RSE and PD

It is important that RSE is taught by teachers that are knowledgeable, skilled and confident. We ensure that teachers are trained to teach RSE and provide a range of training opportunities including school based CPD, weekly emails with information and support, classroom observations as well as external training organisations such as the PSHE Association where possible

Training could include:

- What to teach and when
- Leading discussions about attitudes and values
- Information updates
- Practising a variety of teaching methods
- Facilitating group discussions
- Answering questions
- Managing sensitive and controversial issues

Engaging and Involving Parents/Carers

We place the utmost importance on sharing responsibility with parents and carers for their children's education. We take account of religious and cultural views and aim to balance parental views with our commitment to comprehensive Relationships and Sex Education and compliance with the statutory guidance and Equality Act.

We will take every opportunity to inform and involve parents and carers by:

- Consulting with parents when developing the RSE policy and when it is reviewed
- Publishing the RSE policy on the school's website
- Discussing individual concerns and helping parents and carers support the needs of their children

Disseminating the policy

A copy of this policy is on the school website.

A summary is included in the school prospectus. Copies are supplied to visitors who are involved in providing RSE in school.

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When the policy is being reviewed, parents are informed via email and through the school's website.

Key contacts:

Personal Development Coordinator: Sara Costa

Lead Governor: Angela Osei-Owusu

Designated Safeguarding Lead: Julia Scott

SENDCo – Edel McGinley



Appendix 1

Science Curriculum

Key Stage 3

Reproduction

- Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle (eg drugs, smoking and drinking alcohol during pregnancy) on the foetus through the placenta.
- In year 8 students are introduced to methods of contraception.
- In year 9 students learn about the inheritance of traits from parents.

Key Stage 4

Health, disease and the development of medicines

- Communicable diseases including sexually transmitted infections in humans (including viral diseases like HIV/AIDS and bacterial infections like gonorrhoea)

Coordination and Control

- Hormones in human reproduction like the hormonal control of the menstrual cycle, hormonal and non-hormonal methods of contraception. Various methods of contraception are compared and evaluated.

Reproduction

- The cellular level of sexual reproduction (fusion of gametes)
- Inheritance of alleles of genes and characteristics from parents is taught at more depth than KS3. Additionally the inheritance male and female sex and of genetic diseases like cystic fibrosis, polydactyly and other disorders are taught.
- Students develop informed judgements on the economic, ethical and social issues involved with embryonic screening.
- Students are introduced to the roles of genetic counsellors and healthcare scientists specialising in genomics.



Appendix 2

The following information is taken directly from the Department for Education Statutory Relationship and Sex Education 2020 and underpins our RSE Curriculum

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

Families

Pupils should know:

- that there are different types of committed, stable relationships.
- how these relationships might contribute to human happiness and their importance for bringing up children.
- what marriage is, including their legal status – for example, that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
- why marriage is an important relationship choice for many couples and why it must be freely entered into.
- the characteristics and legal status of other types of long-term relationships.
- the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
- how to determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships), how to seek help or advice, including reporting concerns about others, if needed

Respectful relationships, including friendships

Pupils should know:

- the characteristics of positive and healthy friendships, in all contexts including online, such as: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict
- reconciliation and ending relationships, this includes different (non-sexual) types of relationship
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, how they might normalise non-consensual behaviour or encourage prejudice)
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help
- that some types of behaviour within relationships are criminal, including violent behaviour and coercive control
- what constitutes sexual harassment and sexual violence and why these are always unacceptable
- the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

Online and media

Pupils should know:

- their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online

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- about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online
- not to provide material to others that they would not want shared further and not to share personal material which is sent to them
- what to do and where to get support to report material or manage issues online
- the impact of viewing harmful content
- that specifically sexually explicit material, for example pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners
- that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail
- how information and data is generated, collected, shared and used online

Being safe

Pupils should know:

- 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

Pupils should know:

- how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship
- that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example physical, emotional, mental, sexual and reproductive health and wellbeing
- the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause
- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
- that they have a choice to delay sex or to enjoy intimacy without sex
- the facts about the full range of contraceptive choices, efficacy and options available
- the facts around pregnancy including miscarriage
- that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)
- how the different sexually transmitted infections (STIs), including HIV and AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing
- about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment
- how the use of alcohol and drugs can lead to risky sexual behaviour
- how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment



The Law

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.

Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism and radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)



Appendix 3

Health Education Overview

The physical health and mental wellbeing curriculum will continue to develop pupils' knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

By the end of secondary school, pupils will know:

Mental Well-being

- 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

- The similarities and differences between the online world and the physical world, including the impact of unhealthy or obsessive comparison with others online, over-reliance on online relationships, the risks related to online gambling, how information is targeted at them and how to be a discerning consumer of information online.
- How to identify harmful behaviours online, including bullying, abuse or harassment, and how to report, or find support, if they have been affected by those behaviours.

Physical health and fitness

- 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.
- About the science relating to blood, organ and stem cell donation.

Healthy eating

- How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

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Drugs, alcohol and tobacco

- The facts about legal and illegal drugs and their associated risks, including the link between drug use and 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, the benefits of quitting and how to access the support to do so.

Health and Prevention

- 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.
- [This should be taught to pupils in the later years of late secondary school, e.g. at KS4] The benefits of regular self-examination and screening.
- The facts and science relating to immunisation and vaccination.
- The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

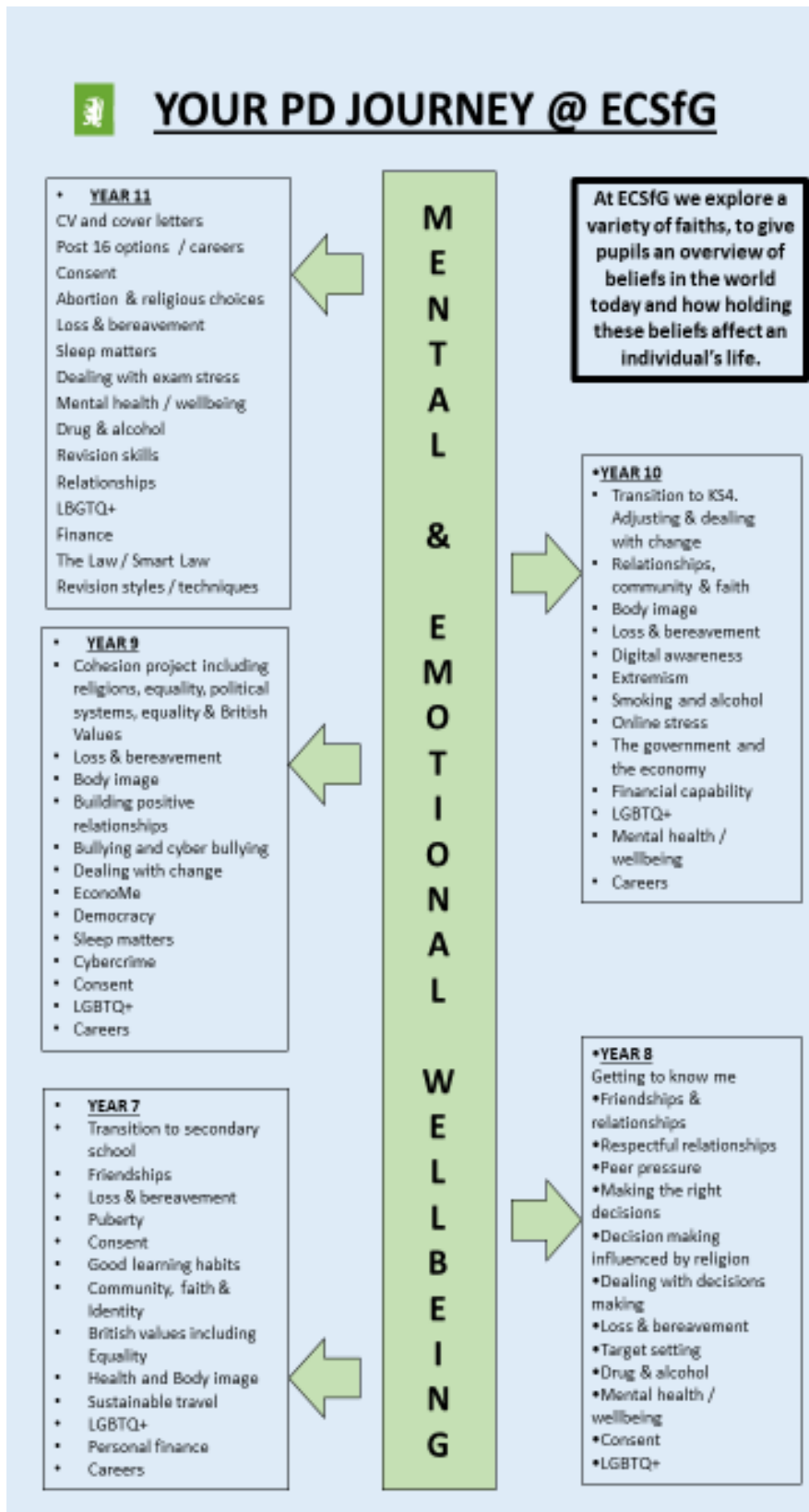
Basic First Aid

- Basic treatments for common injuries.
- Life-saving skills, including how to administer CPR.
- The purpose of defibrillators and when one might be needed.



Appendix 4

Curriculum map of PD and RSE





Appendix 5

To be completed by parents			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			
To be completed by the school			
Agreed actions from discussion with parents	<i>Include notes from discussions with parents and agreed actions taken.</i>		