

# Stepping Stones School

## PSHE and Relationships and Sex Education Policy

Adopted: September 2020

Review date: August 2021

### Aims

We want our students individually and collectively to lead a healthy and safe lifestyle both now and in the future and to provide them with the right tools which will enable them to make positive and informed choices, develop protective behaviours and feel confident to seek information or support when they need it, both during their time at school and beyond the school gates.

Stepping Stones School takes its responsibility to provide relevant, effective and responsible relationships and sex education (RSE) to all its students as part of the school's Personal, Social, Health and Economic education (PSHE) curriculum and through the broader curriculum very seriously and has drafted this policy with regard to the DfE 2019 statutory guidance:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

### Roles and responsibilities

#### School Staff

The school has a designated PSHE Lead who has oversight of the curriculum, resourcing, staff training and related professional development and planning schedule and monitoring and evaluating the delivery of PSHE and RSE. Time is allocated in their timetable to enable them to fulfil this role and time is allocated on the school calendar and Inset schedule to allow for the PSHE Lead to deliver staff training and updates. Form Teams deliver one lesson of PSHE a week to their Form Group. This is timetabled at the same time across the school to allow for mixed groupings, workshop delivery and guest speaker visits or events to take place.

The school leadership team, the DSL, pastoral staff and the school nurse assist in ensuring that the school's policy and provision is relevant to our students and effective and who are able to offer support to staff in delivering this as well as supporting students, including managing any safeguarding concerns or communication with parents which arises out of the lessons or that needs to be taken into account in advance. In addition they provide support and guidance to any staff members who have any concerns about delivering the content or require assistance, as well as ensuring any topics and issues pertinent to the cohort or wider issues in the school or community are covered through the curriculum.

This policy is drafted by head of PSHE in consultation with the Headteacher, Senior Leadership team, Designated Safeguarding Lead, School Nurse and key pastoral staff with input from students and parents. The policy is reviewed by the governing body annually and takes into account updated guidance.

#### All staff will:

- Ensure that they are up to date with school policy and statutory requirements regarding PSHE & RSE.
- Attend and engage in professional development training around PSHE and RSE.
- Plan appropriate lessons and schemes of work in accordance with the statutory guidance and policy.
- Report to the head of PSHE, DSL or their line manager where discussion or information has arisen in lessons which requires additional follow up, including following safeguarding processes.
- Ensure that their personal beliefs and attitudes do not prevent them from providing balanced RSE in school and that they seek guidance and support from a Senior Leader in advance will this be a concern.

## Dealing with discussions and difficult questions

Staff training will include sessions on how to deal with difficult questions. There may still be times when staff are faced with a difficult question in class that they feel uncomfortable or ill equipped to answer. In this case, they may wish to put the question to one side and seek advice from the PSHE Lead.

Students might ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education and given the ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information. Ground rules in class are therefore essential when discussing sensitive subject matter. Some strategies staff may use to support this might include:

- careful planning of content to ensure it is age-appropriate and questions have been considered in advance and which may be appropriate/inappropriate to aid redirection or an alternative strategy
- resources to safely direct students to
- taking into account that children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours and teaching methods factor this in, including when they are due to specific SEND needs
- use of the timetabling of PSHE across the school to create groupings or targeted support from TAs, pastoral staff or the School Nurse
- an anonymous question box; this will enable students to feel more comfortable to ask questions without being identified
- making the classroom a safe zone; this means that whatever is discussed in the classroom stays in the classroom and will not be brought up at any other time and agreeing this with the class at the start

Through this aspect of our curriculum we aim to explore different attitudes, values and social labels, and develop skills that will enable our students to make informed decisions regarding sex and relationships.

It is important that students know the difference between fact, opinion, and belief.

## Students

Students are expected to attend PSHE and RSE classes that are in their school timetable (unless they have been withdrawn and this has been agreed between parents and the Headteacher) and take them seriously. Although they are not assessed through examination, these classes are an integral part of the curriculum and a tool to aid personal development and the school expects students to recognise this.

Any PSHE or RSE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson.

- Students will support one another with issues that arise through PSHE and RSE. Listening in class, being considerate of other people's feelings and beliefs, and complying with confidentiality rules between students that are set in class are key to effective and respectful learning and discussion.
- When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.
- We also aim for students will feel comfortable to talk to a member of staff, regarding any concerns they have in school related to sex education or otherwise. Conversations of this nature between staff and students will be managed with sensitivity; however, staff may take concerns to their manager or DSL if there is a safeguarding or child protection concern or they feel ill-equipped to deal with the issue at hand and require further support.

- We ask students for feedback on the school’s PSHE and RSE education provision and expect them to take this responsibility seriously. Opinions on provision and comments will be reviewed by senior pastoral leaders and the PSHE Lead and taken into consideration when the curriculum is prepared for the future. Equally, where issues arise which are topical and PSHE would support in increasing education around these, the curriculum will cover these in a timely manner. In this way, the school hopes to provide students with the education they need on topics they need to learn about. Listening and responding to the views of young people and their families will strengthen the policy, ensuring that it meets the needs of all students.

## **Students with Special Educational Needs**

The school works within the SEND Code of Practice to ensure that all aspects of the school curriculum are inclusive and support the needs of students of all ranges of abilities. Staff will differentiate lessons to ensure that all members of the class can access the information fully, and this is no different when it comes to PSHE and RSE. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.

- We are mindful of the preparing for adulthood outcomes, as set out in the SEND code of practice.
- We are aware that some students are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND.
- Relationships Education and RSE can also be particularly important subjects for some students; for example those with Social, Emotional and Mental Health needs or learning disabilities. Such factors will be taken into consideration in designing and teaching these subjects.
- We are aware of the need to tailor content and teaching to meet the specific needs of students at different developmental stages. We will ensure that the teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

## **Terminology**

Students will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn’t appropriate language to use and why.

## **Parents**

Parents are invited to give feedback on this policy and curriculum content through the pastoral team, PSHE Lead or Headteacher or as part of the Parent Forum and consultation groups.

The role of parents in the development of their children’s understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships. We encourage parents to create an open home environment where students can engage, discuss and continue to learn about matters that have been raised through school PSHE. Parents are always encouraged to seek additional support in this from the school where they feel it is needed or they would like further information or advice or to talk things through.

We aim to work closely with parents when planning and delivering PSHE and RSE and ensure that parents know what will be taught and when, and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE through sharing this policy with parents and on our school website to give them the opportunity to understand the purpose and content of PSHE and RSE. Good communication and opportunities for parents to understand and ask questions about the school’s approach help increase confidence in the curriculum and we hold a parent forum and welcome parental feedback and suggestions.

We also aim to develop our parental engagement with key topic areas and issues, for example through parent workshops, newsletters and education as well as direct contact between school and individual families. The

best education is through bespoke and partnership working and when issues are explored from a parent/school/student perspective. We seek guest speakers who are able to deliver to all three audiences around the same subject in order to build a holistic approach to awareness and support.

## Implementation

It is important that we implement our PSHE and RSE policy consistently throughout the school and provide effective provision, resources and groupings. We encourage teachers to provide resources that are specific to the needs of the students in that class, and are responsive to their individual and developmental needs. Effective teaching in PSHE and RSE ensures that core knowledge is broken down into units of manageable size and communicated clearly to students, in a carefully sequenced way, within a planned programme or lessons. Teaching will include sufficient well-chosen opportunities and contexts for students to embed new knowledge so that it can be used confidently in real life situations. Although the majority of the PSHE, Citizenship and RSE learning takes place within PSHE lessons, key related curriculum areas are Science, IT and PE although our whole curriculum covers World, Work and Wellbeing. The PSHE Programme and Science National Curriculum is taught in every year group across the school. The Science national curriculum is delivered and includes lessons concerned with the physical aspects of development and reproduction for example: the menstrual cycle, the female and male anatomy, types of contraception and artificial insemination. However, the importance of relationships is not forgotten. Health Education and wellbeing is supported across the curriculum but primarily through PSHE, PE, Science, Food Technology, IT and Life Skills.

For many young people the distinction between the online world and other aspects of life is less marked than for some adults. Young people often operate very freely in the online world and by secondary school age some are likely to be spending a substantial amount of time online and in IT lessons and through e-safety education we support them in distinguishing between different types of online content and making well-founded decisions and in order to help them use social media and technology discriminately to keep themselves and their personal media safe.

Form Teams generally deliver the PSHE Curriculum with support from professionals or additional staff where appropriate. They work closely with students and we believe that they are usually the best people to work with the students on many of the RSE topics as they are aware of each student's individual circumstances and context.

All staff work towards providing a safe secure environment the children to develop their personal communication skills, protective behaviours and awareness of themselves and the world as they progress towards adulthood.

### DfE Sex Education Guidance (KS2)

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in the guidance therefore focuses on Relationships Education and covers everything that primary schools will teach about relationships and health, including puberty.

Primary schools that choose to teach sex education must allow parents a right to withdraw their children. Unlike sex education in RSE at secondary, in primary schools, headteachers must comply with a parent's wish to withdraw their child from sex education beyond the national curriculum for science. Schools will want to draw on the good practice for conversations with parents around the right to withdraw.

The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. It is for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their students. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement.

It is important that the transition phase before moving to secondary school supports students' ongoing emotional and physical development effectively. The DfE continues to recommend therefore that all primary schools will have a sex education programme tailored to the age and the physical and emotional maturity of the students. It will ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born. As well as consulting parents more generally about the school's overall policy, primary schools will consult parents before the final year of primary school about the detailed content of what will be taught. This process will include offering parents support in talking to their children about sex education and how to link this with what is being taught in school. Meeting these objectives will require a graduated, age-appropriate programme of sex education. Teaching needs to take account of the developmental differences of children.

Schools must also ensure that their teaching and materials are appropriate having regard to the age and religious backgrounds of their students. Schools will also want to recognise the significance of other factors, such as any special educational needs or disabilities of their students.

### **Guest speakers/Workshop Leaders**

As with any visitor, we are responsible for ensuring that we check the visitor or visiting organisation's credentials. We also ensure that the teaching delivered by the visitor fits with the planned programme and this published policy. In advance we discuss the detail of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the students. We will always ask to see the materials visitors will use as well as a lesson plan in advance, so that we can ensure it meets the full range of students' needs (e.g. special educational needs) and is appropriate.

It is important to agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports will be dealt with in line with school policy, including the visitor passing on any safeguarding concerns to the DSL either directly or through completing a cause for concern form available from Reception.

Visitors will always be supervised by a member of staff and the use of visitors will be to enhance teaching by an appropriate member of the teaching staff, rather than as a replacement for teaching by those staff.

### **Equality Act 2010**

In all schools, teaching will reflect the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/315587/Equality\\_Act\\_Advice\\_Final.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)

RSE lessons provide a good background for talking openly and freely about the diversity of personal, social and sexual identities. Prejudiced views will be challenged in line with policy, and equality promoted in line with the Equality Act 2010.

### **LGBT**

In teaching Relationships Education and RSE, schools will ensure that the needs of all students are appropriately met, and that all students understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, under which sexual orientation and gender reassignment are amongst the protected characteristics.

Schools will ensure that all of their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their students about LGBT, they will ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all students to have been taught LGBT content at a timely point as part of this area of the curriculum.

Schools will consider what they can do to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment, which challenges perceived limits on students based on their gender or any other characteristic, including through these subjects and as part of a whole-school approach.

Schools will be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours. School pastoral and behaviour policies will support all students.

## Religion and Beliefs

The religious background of all students must be taken into account when planning teaching, so that the topics are appropriately handled. Schools must ensure they comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics. All schools may teach about faith perspectives and balanced debate may take place about issues that are seen as contentious. For example the school may wish to reflect on faith teachings about certain topics as well as how faith institutions may support people in matters of relationships and sex.

## Safeguarding, reports of abuse and confidentiality

At the heart of these subjects there is a focus on keeping children safe, and as a school we aim to play an important role in preventative education. Keeping Children Safe in Education (KCSIE) sets out that all schools and colleges will ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum.

Good practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children will also be made aware of how to raise their concerns or make a report and how any report will be handled. This will include processes when they have a concern about a friend or peer.

The school's **safeguarding and child protection policy and procedures** will be followed and the DSL/DDSL informed without delay.

It is important that children understand how confidentiality will be handled in a lesson and what might happen if they choose to make a report.

KCSIE is clear that all staff will know what to do if a student tells them that they are being abused or neglected or are witnessing abuse. Staff will know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the Designated Safeguarding Lead (or Deputy Designated Safeguarding Lead) and children's social care. Staff will never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

We involve the Designated Safeguarding Lead (or a Deputy Designated Safeguarding Lead) in anything that is safeguarding-related in the context of these subjects. They will potentially have knowledge of trusted, high quality local resources that could be engaged, links to the police and other agencies and the knowledge of any particular local issues which it may be appropriate to address in lessons.

There are some important points for teachers in terms of how they approach this content and how they consider their planning. When teaching the new subjects, schools will be aware that children may raise topics including self-harm and suicide. In talking about this content in the classroom, teachers must be aware of the risks of encouraging or making suicide seem a more viable option for students and avoid material being instructive rather than preventative.

To avoid this, they will take care to avoid giving instructions or methods of self-harm or suicide and avoid using emotive language, videos or images. The PSHE Association resource *Teacher Guidance: preparing to teach about mental health and emotional wellbeing* provides useful support for teachers in handling this material. <https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-teaching-about-mental-health-and>

If staff have concerns about a specific student in relation to self-harm or suicidal ideation or attempts, they must follow safeguarding procedures.

### Student disclosure around Sexual Activity

If a staff member is approached by a student under 16 who is having, or is contemplating having sexual intercourse, the teacher will:

- Seek advice from the DSL or DDSL/School Nurse.
- Ensure that the student is accessing all the contraceptive and sexual health advice available and understands the risks of being sexually active.
- Encourage the student to talk to their parent or carer. Students may feel that they are more comfortable bringing these issues to a teacher they trust, but it is important that children and their parents have open and trusting relationships when it comes to sexual health and the school will encourage this as much as possible.
- Staff who are approached by students with a concern about having contracted or possibly contracted a sexually transmitted disease will refer them immediately to the School Nurse.
- There is no reason for staff to expect to be made aware of a student or colleague's HIV or hepatitis status, and no person will be discriminated against because of this if there is a disclosure of this type of information.
- The school's **first aid policy** covers protection for all school members against infection from blood-borne viruses.
- If the teacher is concerned that there is coercion or abuse involved or a member of staff is informed that a student under 13 is having, or is contemplating having sexual intercourse, this will always be dealt with under **safeguarding and child protection procedures**.

Students at Stepping Stones School may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they will seek support from the DSL to decide what is in the best interest of the child. The guidance below is helpful for the purposes of both planning and responding.

### NSPCC Guidance (September 2020) Consent & Rights

*In England a child is defined as anyone who has not yet reached their 18th birthday. Child protection guidance points out that even if a child has reached 16 years of age and is:*

- *living independently*
- *in further education*
- *a member of the armed forces*
- *in hospital; or*
- *in custody in the secure estate*

*they are still legally children and will be given the same protection and entitlements as any other child (Department for Education, 2018a).*

### **The Age of Consent**

*In each UK nation, the age of consent (the legal age when people can engage in sexual activity) is 16-years-old. This is the same regardless of the person's gender identity, sexual identity and whether the sexual activity is between people of the same or different gender.*

*The law is there to protect children from abuse or exploitation, rather than to prosecute under-16s who participate in mutually consenting sexual activity. Underage sexual activity will always be seen as a possible indicator of child sexual exploitation.*

### **Children aged under 13**

*The law says anyone under the age of 13 can never legally give consent. ([Sexual Offences Act 2003](#); [Sexual Offences \(Northern Ireland\) Order 2008](#); [Sexual Offences \(Scotland\) Act 2009](#); [Protection of Children and Prevention of Sexual Offences \(Scotland\) Act 2005](#)).*

*Any sexual activity with a child under 13 will always result in a child protection referral.*

### **Young people aged 16 to 18**

*The law gives extra protection to young people who are over the age of consent but under 18. It is illegal:*

- *to take, show or distribute indecent photographs of a child (this is often called sexting)*
- *to pay for or arrange sexual services of a child*
- *for a person in a position of trust (for example teachers or care workers) to engage in sexual activity with anyone under the age of 18 who is in the care of their organisation.*

### **Gillick competency and Fraser guidelines**

*When practitioners are trying to decide whether a child is mature enough to make decisions about things that affect them, they often talk about whether the child is 'Gillick competent' or whether they meet the 'Fraser guidelines'.*

*Both Gillick competency and Fraser guidelines refer to a legal case from the 1980s which looked at whether doctors will be able to give contraceptive advice or treatment to under-16-year-old girls without parental consent.*

*Since then, the Fraser guidelines still apply to advice and treatment about contraception and sexual health. But Gillick competency is often used in a wider context to help assess whether a child has the maturity to make their own decisions and to understand the implications of those decisions.*

### **Leaving School**

*In England pupils can leave school on the last Friday in June if they'll be 16 by the end of the summer holidays. Young people must then do one of the following until they're 18:*

- *stay in full-time education, for example at a college*
- *start an apprenticeship or traineeship*
- *spend 20 hours or more a week working or volunteering, while in part-time education or training*

### **Age of criminal responsibility**

*The age of criminal responsibility in England, Wales and Northern Ireland is 10-years-old ([Crime and Disorder Act 1998](#), [Criminal Justice \(Northern Ireland\) Order 1998](#)). The age of criminal responsibility in Scotland is 12-years-old.*

### **England and Wales**

*In England and Wales children between 10 and 17 can be arrested and taken to court if they commit a crime. They are treated differently from adults:*

- *the case is dealt with by youth courts*
- *they are given different sentences*
- *if given a custodial sentence, they will be sent to special secure centres for young people, not adult prisons ([Crime and Disorder Act 1998](#)).*

In England and Wales, children under 10 cannot be charged with committing a criminal offence. However, they can be given a:

- local child curfew
- child safety order.

Children under 10 who break the law regularly can sometimes be taken into care, or their parents could be held responsible ([Crime and Disorder Act 1998](#)).

Young people aged 18-25 are treated as an adult by the law in England and Wales. However, if they're sent to prison, they'll be sent to a special centre for 18- to 25-year-olds, not an adult prison ([Crime and Disorder Act 1998](#)).

### **The General Data Protection Regulation (GDPR)**

The [General Data Protection Regulation \(GDPR\)](#) came in to force on 25 May 2018. It is an EU law that sets out guidelines for the collection and processing of personal information and aims to give individuals more rights over how their data is used. GDPR is incorporated into the UK's [Data Protection Act 2018](#).

### **Why is GDPR important and what impact does it have on children?**

The GDPR explicitly states that children's personal data merits specific protection. It also introduces new requirements for the online processing of a child's personal data.

Children have the same rights as adults over their personal data. These include the right to:

- be provided with a transparent and clear privacy notice which explains how their data will be processed
- be given a copy of their personal data
- have inaccurate personal data rectified and incomplete data completed
- exercise the right to have personal data erased if they wish.

A child may exercise these rights on their own behalf as long as they are competent to do so. In Scotland, a person aged 12 or over is presumed to be of sufficient age and maturity to be able to exercise their data protection rights. In England and Wales and Northern Ireland, competence is assessed depending upon the level of understanding of the child.

Even if a child is too young to understand the implications of their rights, they are still their rights, rather than anyone else's such as a parent or guardian (Information Commissioners Office, 2018a).

### **GDPR and online data**

The provisions of GDPR help children to keep themselves safe online by giving them more control over the information they share.

GDPR gives children the 'right to erasure'. This means they can request online platforms to remove their personal data, including pictures, text or status updates.

If a child has shared any material online that they no longer wish anyone to see, they have a legal right to get this material removed, even if the content was posted by someone else.

Apps, sites and games must make it clear to users how and why they are using data.

Under this law, children must be at least 13-years-old to provide consent for an information society service (ISS) to process their personal data. Parents must provide consent if the child is under 13 (Information Commissioner's Office, 2018b). An ISS is an online service that is typically commercial and provided on request, for example social media platforms, apps, connected toys and devices, and search engines (Information Commissioner's Office, 2020).

### **GDPR and child protection**

GDPR emphasises the importance of asking children for consent before sharing personal information.

If a [child is mature enough](#) you will give them the opportunity to decide whether they agree to their confidential information being shared. If a child doesn't have the capacity to make their own decisions, you will ask their parent or carer (unless this would put the child at risk).

**However, if you have a child protection concern, you must share information with the relevant agencies, even if you haven't been given consent. GDPR does not affect this principle.**

## Sexual violence and sexual harassment between children in schools and colleges

Schools will refer to the DfE advice, Sexual violence and sexual harassment between children in schools and colleges where there is a concern or disclosure of this nature or when dealing with this topic in PSHE/RSE.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/719902/Sexual\\_violence\\_and\\_sexual\\_harassment\\_between\\_children\\_in\\_schools\\_and\\_colleges.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf)

The advice sets out what sexual violence and sexual harassment are, the current evidence on their preponderance in schools and colleges, how to minimise the risk of them occurring and what to do when they do occur or are alleged to have occurred. Schools will be aware of the importance of making clear that sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up.

Any report of sexual violence or sexual harassment will be taken seriously; staff will be aware that statistically it is more likely that females will be the victims of sexual violence and sexual harassment than males, and that it is more likely that it will be perpetrated by males. However, males can also be the victims of sexual violence and it can also happen in same-sex relationships. It is, however, essential that assumptions are not made about the behaviour of boys and young men and that they are not made to feel that this behaviour is an inevitable part of being male; most young men are respectful of young women and each other. An understanding for all students of healthy relationships, acceptable behaviour and the right of everyone to equal treatment will help ensure that students treat each other well and go on to be respectful and kind adults.

## Curriculum: KS2

The focus in KS2 is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

This starts with students being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, students will be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary school.

Respect for others will be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

From the beginning, teachers will talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts will enable students to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers will address online safety and appropriate behaviour in a way that is relevant to students' lives. Teachers will include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures,

understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

Teaching about families requires sensitive and well-judged teaching based on knowledge of students and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care will be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.

A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as ‘virtues’) in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping students to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks.

Alongside understanding the importance of self-respect and self-worth, students will be supported to develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This will be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

Relationships Education also creates an opportunity to enable students to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Through Relationships Education (and RSE), we will teach students the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In KS2, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This will also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Students will know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it is important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

**By the end of KS2:**

<p><b>Families and people who care for me</b></p>	<p>Students will know</p> <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives.</li> <li>• that others’ families, either in school or in the wider world, sometimes look different from their family, but that they will respect those differences and know that other children’s families are also characterised by love and care.</li> <li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up.</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
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<p><b>Caring friendships</b></p>	<p>Students will know</p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>
<p><b>Respectful relationships</b></p>	<p>Students will know</p> <ul style="list-style-type: none"> <li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they will show due respect to others, including those in positions of authority.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
<p><b>Online relationships</b></p>	<p>Students will know</p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>
<p><b>Being safe</b></p>	<p>Students will know</p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> </ul>

	<ul style="list-style-type: none"> <li>• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>• that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>
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**Physical health and mental wellbeing: Primary**

The focus in primary school will be on teaching the characteristics of good physical health and mental wellbeing. Teachers will be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

This starts with students being taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving students the language and knowledge to understand the normal range of emotions that everyone experiences. This will enable students to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

Teachers will go on to talk about the steps students can take to protect and support their own and others’ health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid.

Emphasis will be given to the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors.

Students will also be taught the benefits of hobbies, interests and participation in their own communities. This teaching will make clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, including in organised and structured activities and groups (for example the scouts or girl guide movements), are beneficial for health and wellbeing.

Students will be taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices. In later primary school, students will be taught why social media, computer games and online gaming have age restrictions and will be equipped to manage common difficulties encountered online.

A firm foundation in the benefits and characteristics of good health and wellbeing will enable teachers to talk about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.

**By the end of KS2:**

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

	<p>nutritional content).</p> <ul style="list-style-type: none"> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<p>Students will know</p> <ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
<b>Health and prevention</b>	<p>Students will know</p> <ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• the facts and science relating to allergies, immunisation and vaccination.</li> </ul>
<b>Basic first aid</b>	<p>Students will know:</p> <ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary.</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
<b>Changing adolescent body</b>	<p>Students will know:</p> <ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>

## Curriculum: Secondary

### Relationships and Sex Education (RSE): Secondary

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It will enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It will also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It will teach what is acceptable and unacceptable behaviour in relationships. This will help students understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

Effective RSE does not encourage early sexual experimentation. It will teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their

confidence and self-esteem and understand the reasons for delaying sexual activity. Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life. This will be delivered in a non-judgemental, factual way and allow scope for young people to ask questions in a safe environment. Many teachers use approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion and using question boxes to allow students to raise issues anonymously.

RSE will provide clear progression from what is taught in primary school in Relationships Education. Teachers will build on the foundation of Relationships Education and, as students grow up, at the appropriate time extend teaching to include intimate relationships. Alongside being taught about intimate relationships, students will also be taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult. This teaching will enable students to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful.

Students will understand the benefits of healthy relationships to their mental wellbeing and self-respect. Through gaining the knowledge of what a healthy relationship is like, they can be empowered to identify when relationships are unhealthy. They will be taught that unhealthy relationships can have a lasting, negative impact on mental wellbeing.

As in primary, secondary Relationships Education can be underpinned by a wider, deliberate cultivation and practice of resilience and character in the individual. These will include character traits such as belief in achieving goals and persevering with tasks, as well as personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance of self-respect and self-worth. There are many ways in which secondary schools will support the development of these attributes, for example by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

Students will be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. All students will feel that the content is relevant to them and their developing sexuality. Sexual orientation and gender identity will be explored at a timely point and in a clear, sensitive and respectful manner. When teaching about these topics, it must be recognised that young people may be discovering or understanding their sexual orientation or gender identity. There will be an equal opportunity to explore the features of stable and healthy same-sex relationships. This will be integrated appropriately into the RSE programme, rather than addressed separately or in only one lesson.

It is recognised that there will be a range of opinions regarding RSE. The starting principle when teaching each of these must be that the applicable law will be taught in a factual way so that students are clear on their rights and responsibilities as citizens.

Schools may choose to explore faith, or other perspectives, on some of these issues in other subjects such as Religious Education.

Students will be well informed about the full range of perspectives and, within the law, will be well equipped to make decisions for themselves about how to live their own lives, whilst respecting the right of others to make their own decisions and hold their own beliefs. Key aspects of the law relating to sex which will be taught include the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment, and choices permitted by the law around pregnancy.

Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, will also be addressed sensitively and clearly. Schools will address the physical and emotional damage caused by female

genital mutilation (FGM). They will also be taught where to find support and that it is a criminal offence to perform or assist in the performance of FGM or fail to protect a person for whom you are responsible from FGM. As well as addressing this in the context of the law, students may also need support to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence, including honour-based violence and forced marriage) and strategies to manage this or access support for oneself or others at risk. Schools will also be mindful that for students who are or have experienced unhealthy or unsafe relationships at home or socially, the school may have a particularly important role in being a place of consistency and safety where they can easily speak to trusted adults, report problems and find support.

Internet safety will also be addressed. Students will be taught the rules and principles for keeping safe online. This will include how to recognise risks, harmful content and contact, and how and to whom to report issues. Students will have a strong understanding of how data is generated, collected, shared and used online, for example, how personal data is captured on social media or understanding the way that businesses may exploit the data available to them.

Some students are also exposed to harmful behaviours online, and via other forms of media, which may normalise violent sexual behaviours. A focus on healthy relationships and broader Relationships Education can help young people understand acceptable behaviours in relationships.

**By the end of secondary school:**

<p><b>Families</b></p>	<p>Students will know</p> <ul style="list-style-type: none"> <li>• that there are different types of committed, stable relationships.</li> <li>• how these relationships might contribute to human happiness and their importance for bringing up children.</li> <li>• 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.</li> <li>• why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> <li>• the characteristics and legal status of other types of long-term relationships.</li> <li>• the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li> <li>• 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.</li> </ul>
<p><b>Respectful relationships, including friendships</b></p>	<p>Students will know</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• 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).</li> <li>• that in school and in wider society they can expect to be treated with respect</li> </ul>

	<p>by others, and that in turn they will show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.</p> <ul style="list-style-type: none"> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>• what constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> <li>• 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.</li> </ul>
<p><b>Online and media</b></p>	<p>Students will know</p> <ul style="list-style-type: none"> <li>• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>• 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.</li> <li>• not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>• what to do and where to get support to report material or manage issues online.</li> <li>• the impact of viewing harmful content.</li> <li>• 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.</li> <li>• that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> <li>• how information and data is generated, collected, shared and used online.</li> <li>• 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.</li> <li>• 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).</li> </ul>
<p><b>Intimate and sexual relationships, including sexual health</b></p>	<p>Students will know</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</li> <li>• that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>• that they have a choice to delay sex or to enjoy intimacy without sex.</li> </ul>

	<ul style="list-style-type: none"> <li>• the facts about the full range of contraceptive choices, efficacy and options available.</li> <li>• the facts around pregnancy including miscarriage.</li> <li>• 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).</li> <li>• 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.</li> <li>• about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>• how the use of alcohol and drugs can lead to risky sexual behaviour.</li> <li>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>
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## 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. Students will 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/radicalisation
- criminal exploitation (for example, through gang involvement or ‘county lines’ drugs operations)
- hate crime
- female genital mutilation (FGM)

## Physical health and mental wellbeing

The aim of teaching students about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It will enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

Physical health and mental wellbeing are interlinked, and it is important that students understand that good physical health contributes to good mental wellbeing, and vice versa.

It is important for schools to promote students' self-control and ability to self-regulate, and strategies for doing so. This will enable them to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. This integrated, whole-school approach to the teaching and promotion of health and wellbeing has a potential positive impact on behaviour and attainment.

Effective teaching will aim to reduce stigma attached to health issues, in particular those to do with mental wellbeing. Schools will engender an atmosphere that encourages openness. This will mean that students feel they can check their understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and wellbeing.

Schools have flexibility to design and plan age-appropriate subject content, but this guidance sets out core areas for health and wellbeing that are appropriate for primary and secondary aged students.

Puberty including menstruation will be covered in Health Education and will, as far as possible, be addressed before onset. This will ensure male and female students are prepared for changes they and their peers will experience.

### **Menstruation**

The onset of menstruation can be confusing or even alarming for girls if they are not prepared. Students will be taught key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health. In addition to curriculum content, schools will also make adequate and sensitive arrangements to help girls prepare for and manage menstruation including with requests for menstrual products. The school will need to consider the needs of the cohort of students in designing this content.

### **Physical health and mental wellbeing: Secondary**

It is important that the starting point for health and wellbeing education will be a focus on enabling students to make well-informed, positive choices for themselves. In secondary school, teaching will build on primary content and will introduce new content to older students at appropriate points. This will enable students to understand how their bodies are changing, how they are feeling and why, to further develop the language that they use to talk about their bodies, health and emotions and to understand why terms associated with mental and physical health difficulties will not be used pejoratively. This knowledge will enable students to understand where normal variations in emotions and physical complaints end and health and wellbeing issues begin.

Teaching about the impact of puberty, which will have started in primary school, will continue in secondary school, so that students are able to understand the physical and emotional changes, which take place at this time and their impact on their wider health and wellbeing.

Emphasis will continue to be given to steps students can take to protect and support their own health and wellbeing. They will know that there is a relationship between good physical health and good mental wellbeing and that this can also influence their ability to learn. Teachers will cover self-care, the benefits of physical activity and time spent outdoors. This will be linked to information on the benefits of sufficient sleep, good nutrition and strategies for building resilience.

Students will know the contribution that hobbies, interests and participation in their own communities can make to overall wellbeing. They will understand that humans are social beings and that outward-facing activity, especially that with a service focus (for example, work, volunteering and participation in organisations such as the scouts or the girl guiding movements, the National Citizen Service or the Duke of Edinburgh Award) are beneficial for wellbeing. This can also contribute to the development of the attributes for a happy and successful adult life. Students will be supported to recognise what makes them feel lonely. Self-focused or

isolating lifestyle choices can lead to unhappiness and being disconnected from society for those who have greater need for companionship and relationships.

Students will also be taught about problems and challenges. This will include factual information about the prevalence and characteristics of more serious mental and physical health conditions, drugs, alcohol and information about effective interventions. Schools may also choose to teach about issues such as eating disorders. Eating disorders and extreme weight loss are a specialised area and schools will use qualified support or advice as needed. Schools may consider accessing support from the NHS or local specialist services who may be able to provide advice and CPD for teachers.

Teachers will be aware of common ‘adverse childhood experiences’ (such as family breakdown, bereavement and exposure to domestic violence) and when and how these may be affecting any of their students and so may be influencing how they experience these subjects. The impact of time spent online, the positive aspects of online support and negotiating social media, including online forums and gaming, will also be included. Teachers will understand that students who have experienced problems at home may depend more on schools for support.

Students will be taught how to judge when they, or someone they know, needs support and where they can seek help if they have concerns. This will include details on which adults in school (e.g. school nurses), and externally can help.

<b>Mental wellbeing</b>	<p>Students will know</p> <ul style="list-style-type: none"> <li>• how to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> <li>• that happiness is linked to being connected to others.</li> <li>• how to recognise the early signs of mental wellbeing concerns.</li> <li>• common types of mental ill health (e.g. anxiety and depression).</li> <li>• 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.</li> <li>• the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</li> </ul>
<b>Internet safety and harms</b>	<p>Students will know</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>
<b>Physical health and fitness</b>	<p>Students will know</p> <ul style="list-style-type: none"> <li>• the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</li> <li>• 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</li> </ul>

	<p>cancer and cardio-vascular ill-health.</p> <ul style="list-style-type: none"> <li>• about the science relating to blood, organ and stem cell donation.</li> </ul>
<b>Healthy eating</b>	<p>Students will know</p> <ul style="list-style-type: none"> <li>• how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<p>Students will know</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• the law relating to the supply and possession of illegal substances.</li> <li>• the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</li> <li>• the physical and psychological consequences of addiction, including alcohol dependency.</li> <li>• awareness of the dangers of drugs which are prescribed but still present serious health risks.</li> <li>• 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.</li> </ul>
<b>Health and prevention</b>	<p>Students will know</p> <ul style="list-style-type: none"> <li>• about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.</li> <li>• (late secondary) the benefits of regular self-examination and screening.</li> <li>• the facts and science relating to immunisation and vaccination.</li> <li>• the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</li> </ul>
<b>Basic first aid</b>	<p>Students will know</p> <ul style="list-style-type: none"> <li>• basic treatment for common injuries.</li> <li>• life-saving skills, including how to administer CPR.<sup>15</sup></li> <li>• the purpose of defibrillators and when one might be needed.</li> </ul>
<b>Changing adolescent body</b>	<p>Students will know</p> <ul style="list-style-type: none"> <li>• key facts about puberty, the changing adolescent body and menstrual wellbeing.</li> <li>• the main changes which take place in males and females, and the implications for emotional and physical health.</li> </ul>

## Monitoring, review and evaluation

### Assessment

We have the same high expectations of the quality of students' work in PSHE and related subjects as for other curriculum areas. A strong curriculum which is regularly updated will build on the knowledge students have previously acquired, including in other subjects, with regular feedback provided on student progress.

Lessons are planned to ensure that students of differing abilities, including the most able, are suitably challenged. Teaching is assessed and assessments used to identify where students need extra support or intervention and this is overseen by the PSHE Lead.

Whilst there is no formal examined assessment for these subjects, there are some areas to consider in strengthening quality of provision, and which demonstrate how teachers can assess outcomes. For example, tests, written assignments or self-evaluations, to capture progress.

### Withdrawal from RSE

The school aims to keep parents informed about all aspects of the RSE curriculum and asks that parents to read this policy. Parents can request access to resources and information being used in class, and the school will do everything it can to ensure that parents are comfortable with the education provided to their children in school. However, parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

Before granting any such request, which will be directed to the Headteacher, this will be discussed with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum and will given an opportunity for Headteacher to talk through with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child.

This may include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead).

The school will document this process to ensure a record is kept. Once those discussions have taken place, except in exceptional circumstances, the school will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms.

For the purposes of clarity, this process is the same for students with SEND. However, there may be exceptional circumstances where the Headteacher may want to take a student's specific needs arising from their SEND into account when making this decision.

The Headteacher will automatically grant a request to withdraw a student from any sex education delivered in primary schools, other than as part of the science curriculum.

If a student is excused from sex education, it is the school's responsibility to ensure that the student receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.

## Complaints

Parents or carers who have complaints or concerns regarding the RSE curriculum will contact the Director of Education and SEN or the Headteacher and, if necessary, follow the school's Complaints Policy.

## Support

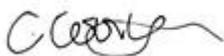
We hope that students will feel safe in the school environment to talk to any member of staff about any areas of concern regarding their personal, social and emotional development, including matters raised by or relating to sex education and that parents are also able to communicate with us openly. We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that students respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom and that this is supported at home.

Parents can contact the school nurse, the DSL, their child's form tutor or the PSHE Lead (Leanne Strathearn-Knight) for support on providing and supporting effective PSHE and RSE education at home.

Resources which staff and parents may find helpful are attached as annexes.

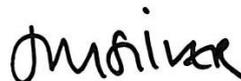
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Claire Cookson  
Chair of Governors



Date 1<sup>st</sup> September 2020

Jacqueline Silver  
Headteacher



Date 1<sup>st</sup> September 2020

This policy will be reviewed annually

<https://www.nspcc.org.uk>

<https://www.pshe-association.org.uk/system/files/Guide%20for%20parents%20and%20carers%20educating%20children%20at%20home.pdf>

<https://www.pshe-association.org.uk>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/908013/Relationships\\_Education\\_Relationships\\_and\\_Sex\\_Education\\_RSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

## Annex A

### Teaching resources

There are many excellent resources available, free of charge, which schools can draw on when delivering these subjects. Schools will assess each resource that they propose to use carefully to ensure it is appropriate for the age and maturity of students and sensitive to their needs, where relevant, schools will use resources that are medically accurate. Schools will also consider drawing on the expertise of the main subject associations who often quality assure third party resources.

This is for illustrative purposes and is not an exhaustive list.

### Relationships Education

Safeguarding: NSPCC PANTS rule with film.

<https://www.pshe-association.org.uk/system/files/Guide%20for%20parents%20and%20carers%20educating%20children%20at%20home.pdf>

Example of model primary curricula from Catholic Education.

### Relationships and Sex Education

Sexual health and relationships: up to date information on all aspects of sexual and reproductive health available on [Sexwise's website](https://www.sexwise.org.uk) which teachers may find helpful for their knowledge. <https://www.pshe-association.org.uk/system/files/Guide%20for%20parents%20and%20carers%20educating%20children%20at%20home.pdf>

Abuse in relationships: Disrespect NoBody from the Home Office and Government Equalities Office.

<https://www.pshe-association.org.uk/system/files/Guide%20for%20parents%20and%20carers%20educating%20children%20at%20home.pdf>

Consent: PSHE Association lesson plans from the PSHE association.

LGBT inclusivity: Stonewall lesson plans and materials for primary and secondary.

<https://www.stonewall.org.uk>

Resources covering all contexts, including online, and specifically relationships and bullying, alcohol, smoking, stress, body image from [Public Health England website with videos made by young people and resources tested with teachers](#).

[Example model secondary curricula from Catholic education](#).

### **Mental health**

[Mental health and emotional wellbeing lesson plans from PSHE Association](#). [MindEd educational resources](#) on children and young people's mental health.

### **Online safety**

[Education for a Connected World](#) is the UK Council for Internet safety (UKCCIS) framework of digital knowledge and skills for different ages and stages.

[Sexting advice from UKCCIS for schools](#) on preventative education and managing reports of sexting.

[Thinkuknow](#) is the education programme from [National Crime Agency \(NCA\)](#) and [Child Exploitation Online Programme \(CEOP\)](#), which protects children both online and offline. The site offers materials for parents, teachers and students on a wide range of online safety issues and facts about areas such as digital footprints, recognising fake websites and checking URLs.

### **PSHE**

[PSHE Association Programme of study for KS1-5](#)

### **Drugs and alcohol**

[Planning effective drug and alcohol education](#) from Mentor-ADEPIS research and briefing papers with ideas for lessons

### **Extremism and radicalisation**

[Practical advice and information from Educate Against Hate](#) for teachers, teachers in leadership positions and parents on protecting children from extremism and radicalization.

### **Curriculum**

[Non-statutory framework for Citizenship KS 1 and 2](#) (Non-statutory programme of study). Schools may wish to draw on the Citizenship programme of study in their planning.

### **Data to understand the health and wellbeing needs of the local school-age population**

[Public Health England's Child and Maternal Health Intelligence Network](#) brings together a range of publicly available data, information, [reports](#), tools and resources on child and maternal health into one easily accessible hub.

It includes [school-age health profiles](#) and [young people's health profiles](#).

The indicators allow areas to see how they perform against the national average and against other local areas. These tools, accompanied by local health intelligence, will be useful in supporting schools to identify and respond to the particular health and wellbeing needs of their local school-age population.

## Annex C Cross-government strategies

These subjects support many cross-government strategies of which schools will want to be aware. Whilst we have not referenced all strategies or supporting documents, we have included some of the key areas below.

- [Transforming children and young people’s mental health provision](#) green paper. The green paper announced new support in and near schools and colleges to support children and young people with their mental health.
- The [drug strategy](#) 2017 sets out how the government and its partners, at local, national and international levels, will take new action to tackle drug misuse and the harms it causes.
- [Internet Safety Strategy](#) green paper sets out steps towards developing a coordinated strategic approach to online safety.
- The Children’s Commissioner [Digital 5 A Day](#) provides a simple framework that reflects the concerns of parents as well as children’s behaviours and needs.
- Government aims to significantly reduce England’s rate of childhood obesity within the next ten years. The [childhood obesity plan](#) sets out the approach to reduce childhood obesity.
- [Guidance](#) from the Chief Medical Office (CMO) on how much physical activity people will be doing, along with supporting documents.
- Over the last 18 years, the teenage pregnancy rate has reduced by 60%. However, a continued focus is needed to maintain the downward trend and narrow inequalities in rates between and within local authorities. The [Teenage Pregnancy prevention framework](#) provides evidence based guidance for local authorities, including the important role of RSE and links to local sexual health services.
- Sustaining the downward trend and making further progress is one of the key objectives of the Department of Health and Social Care’s [Framework for Sexual Health Improvement in England](#). These subjects provide a key opportunity to strengthen support for young people to develop healthy relationships and prevent early unplanned pregnancy.
- [Reproductive health - a public health issue](#). A consensus statement, data and women’s experiences, covering reproductive health through the life course, from menstruation to menopause. (PHE. 2018)
- The cross-government [loneliness strategy](#), which sets out the Government’s vision for supporting individuals, businesses and communities to build and maintain strong relationships.