



**PSHE
with SEX AND RELATIONSHIP
POLICY AND PROCEDURE**

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Signed by Head Teacher	
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1. RATIONALE AND ETHOS

1.1 This policy covers Thomas Gainsborough School's approach to Sex and Relationships Education (SRE) Physical Health and Mental Wellbeing and Living in the Wider World, including Careers Education.

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

1.3 Alongside this, it is important that the starting point for health and wellbeing education should be a focus enabling students to make well-informed, positive choices for themselves. We will endeavour to build on content delivered in primary settings and will introduce new content to older students at appropriate points. This should 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 should not be used pejoratively. This knowledge should enable students to understand where normal variations in emotions and physical complaints end and health and wellbeing issues begin.

1.4 In addition to this, we believe that it is imperative that we give our young people the knowledge, skills and tools to be successful in life. This includes supporting them with their choices whether that be through apprenticeships, college places, sixth form study or further education as well as providing finance education.

1.5 Sex and relationship education (SRE) contributes to promoting pupil self-esteem, emotional wellbeing and helps them to form and maintain worthwhile and satisfying relationships based on respect for others. Research shows that good, comprehensive sex and relationship education encourages young people to delay early sexual activity. Effective SRE is essential if young people are to make responsible and well-informed decisions about their lives.

1.6 SRE is about the emotional, social, and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

1.7 SRE involves a combination of sharing information and exploring issues and values. SRE is not about the promotion of sexual activity.

1.8 This policy is underpinned by our school values. Providing high quality Sex, Relationships, Health and Wellbeing and Careers Education will help students to develop their self-confidence and respect for themselves and those around them. RSE is about the understanding of the importance of stable and loving relationships. It will encourage our students to be honest, resilient and happy which will in turn have a positive impact on those around them. Students will learn about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity which will develop their emotional, social and cultural awareness. Through different aspects of the curriculum students will share information, demonstrating trust and responsibility, alongside exploring varying issues and differing values. The design of our curriculum provision supports students growing up in an increasingly complex and digital world and provides an understanding of what it means to be a citizen of the United Kingdom and wider world.

1.9 The Secretary of State said

“ Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

2. AIMS OF SRE:

2.1 The aim of SRE is to:

- Contribute to the systematic programme of learning experiences which promotes students’ spiritual, moral, cultural, mental and physical development
- Help prepare students for the opportunities, responsibilities and experiences of adult life.
- Provide a framework in which sensitive discussions can take place.
- Prepare students for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Help students develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach students the correct vocabulary to describe themselves and their bodies.
- Support and align with the values of Thomas Gainsborough School.

2.2 The objective of SRE is to help young people through their physical, emotional and moral development.

2.3 At Thomas Gainsborough School, SRE is concerned with human relationships in the widest sense:

- the qualities and values of family life.
- learning about oneself and others as a member of the male or female sex.
- gaining knowledge about human reproduction and contraception.
- gaining information about the nature of sexually transmitted infections.
- gaining information about the consequences of pregnancy.
- being made aware of the responsibilities of one's actions and their consequences as related to sexual activity.

2.4 SRE should allow students to understand some of the cultural norms in society today in sexual relationships and in family life. It should challenge issues of stereotyping and work towards countering prejudice.

2.5 The underlying principle of the SRE policy is to give students the reasons for and strength to say 'no'.

2.6 SRE programme reflects the school ethos with regard to meeting the needs of all students – who are going through adolescence with all of the physical, social and mental pressures which such a time encompasses.

2.7 SRE at Thomas Gainsborough School prepares young people for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgments and behaviour.
- be aware of their sexuality and understand human sexuality.
- understand the arguments for delaying sexual activity.
- understand the consequences of their actions and behave responsibly within sexual and personal relationships.
- have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- communicate effectively;
- have sufficient information and skills to protect themselves, and their partner, from unintended/unwanted conceptions and sexually transmitted infections including HIV.
- avoid being exploited or exploiting others;
- avoid being pressured into unwanted or unprotected sex;
- access confidential sexual health advice, support and if necessary treatment.
- know how the law applies to sexual relationships.

2.8 In addition, the SRE policy reinforces, builds upon and supports, the other policies of Thomas Gainsborough School, such as: the School Ethos and Values, PSHE policy; Equal Opportunities policy; School Behaviour policy, Teaching and Learning policy, Child Protection and online safety, Drugs, SEN/D, and Anti bullying & Relationships policies.

3. STATUTORY GUIDANCE

3.1 The SRE policy conforms to legal requirements (1996 Education Act and Relationships education, relationships, and sex education (RSE) and health education: 2019 (updated 2021)

3.2 As a secondary academy, we must provide RSE to all students under section 34 of the Children and Social Work Act 2017

3.3 We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6 Chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

4. POLICY DOCUMENTS

4.1 This policy was initially developed in consultation with staff, students and parents. The consultation and development process involved several steps including a working party, staff consultation, parent, stakeholder and student consultation and then ratified by governors.

4.2 This policy will then be reviewed every 2 years (or sooner if necessary due to legislation changes) and will be shared with all stakeholders for clarity and recommendations

4.3 Documents that inform the school's RSE policy include:

- Education Act (1996)
- Relationship education, relationships, and sex education (RSE) and health education; 2019 (updated 2021)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2023)
- Children and Social Work Act (2017)

4.4 All stakeholders will have access to the PSHE Policy and the opportunity to meet with the Assistant Headteacher responsible for PSHE on request. The policy is also available on the school website for all to view. The school recognises the importance of PSHE and will ensure that the information shared with students and parents is current and based on informed advice and guidance as well as partnerships with key organisations working in this field. Additional information for all stakeholders is available on our website.

5. ROLES AND RESPONSIBILITIES

Governor Ian Shrubsole.

5.1 The Governors have an expectation that:

- students will make progress in achieving the expected educational outcomes
- the curriculum is well led, effectively managed and well planned
- explicit PSHE lessons are introduced to KS3 (1 lesson per fortnight)
- the quality of provision is monitored through regular and effective self-evaluation
- teaching is delivered in ways that are accessible to all students including those with SEND
- clear information will be provided to parents and carers on subject content and their rights to request that their children are withdrawn
- the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations

5.2 The Headteacher will:

- Oversee the overall implementation of this policy
- Ensure staff are suitably trained to deliver the subjects
- Ensure that parents are fully informed of this policy
- Review requests from parents and carers to withdraw their children from the subjects
- Discuss requests for withdrawal with parents and carers
- Organise alternative education for students, where necessary, that is appropriate and purposeful
- Report to the governing board on the effectiveness of this policy

5.3 The PSHE Lead will:

- Ensure that all DFE guidance is met across all Key Stages.
- Produce the annual long-term plan along with provision and resources for Enrichment Days throughout the academic year.
- Ensure that additional opportunities are used to ensure all DFE guidance is met including assemblies and Theme of the Fortnight in registration.
- Ensure that staff are well informed of statutory guidance through staff meetings and CPD.
- Allocate staff to specific teams including; Relationships and Sex Education, Health and Wellbeing Education and Living in the Wider World Education.
- Use staff teams and growing expertise to timetable all staff and students on Enrichment Days.
- Provide staff with lesson plans and resources in advance of the Enrichment Day and liaise with outside agencies to lead student sessions where appropriate.
- Oversee the Careers provision through Living in the Wider World sessions on Enrichment days.

5.4 Teachers will:

- Keep up to date with DFE guidance and training provided by the school to ensure they are well prepared to deliver a high-quality age appropriate curriculum.
- Use a variety of teaching methods and resources provided by the PSHE lead, and or directed staff, to provide an engaging curriculum and plan specifically for the classes they are timetabled to teach considering different learner groups.
- Liaise with the SENCO to identify and respond to individual needs of students with SEND
- Ensure they do not express personal views or beliefs when delivering the programme
- Model positive attitudes to relationships, health and sex education.
- Respond to any safeguarding concerns in line with the Safeguarding and Child Protection policy
- Act in accordance with planning, monitoring and assessment requirements for the subjects
- Work with the Senior Leadership Team and curriculum leaders to evaluate the quality of provision

5.5 Parents and Carers will:

- support school staff to shape the curriculum for relationships, health and sex education and will communicate openly and constructively with school staff regarding relationships, health and sex education.
- attend, or contribute to, any consultation or information sessions regarding the delivery of relationships, health and sex education.

5.6 Compliance, Monitoring and review:

5.6.1 The programme is monitored and reviewed annually by the SMSC coordinator Assistant Headteacher responsible for PSHE in liaison with health professionals, staff, SLT and students.

5.6.2 It is the responsibility of the author of this policy to ensure that it reflects current government and Unity Schools Partnership policies and guidance.

5.6.3 The policy is subject to audit as prescribed by the relevant governing board or agreed sub-committee.

5.6.4 The review/update of this policy must be undertaken within the three months preceding the review date and be presented to the relevant Governing Board sub-committee for review prior to being presented to the full governing body for ratification.

6. INCLUSIVITY AND EQUALITY OF OPPORTUNITY, SEND

6.1 In the teaching of RSE, as with all classroom practice and pedagogy, our school considers the needs of our school community; students' ability, age, readiness, cultural

backgrounds, religious beliefs, family situations, Special Educational Needs, gender identity and sexual orientation.

6.2 We recognise the right for all students to have access to factually correct, age appropriate and relevant RSE and staff will identify students with additional needs (SEN, EAL, individual needs) who could benefit from a small group or bespoke approach to sensitive and challenging areas of the relationships and sex education programme.

6.3 We promote diversity and inclusion and consider all students' needs by using materials, which are inclusive of race, age, gender identity and sexual orientation to ensure that all parts of our school community are recognised. We use RSE as a way to further address diversity issues, to challenge prejudice and to promote acceptance and equality for all.

6.4 We aim for students to better understand their own bodies, instincts and feelings and therefore have a happy acceptance of their own sexual orientation (and/or gender/gender identity), giving them a positive sense of personal identity, value and esteem.

6.5 Where single sex sessions may be incorporated into Relationships and Sex Education sessions, due to need and sensitivities surrounding key topics, students identifying by a gender identity other than male or female are welcome to attend whichever session they choose.

6.6 In line with school policy to ensure equality of learning opportunity, SRE is offered to all students, irrespective of gender and learning ability. Parents/Carers have the right to withdraw their child from SRE (see point 10.4)

7. ORGANISATION & DELIVERY OF SEX AND RELATIONSHIP EDUCATION PROCEDURE

7.1 SRE is taught within our Personal Social Health and Economic curriculum. Some aspects (e.g. contraception) must be dealt with in an explicit (i.e. detailed and open) way so that factual content is covered 'completely'. Elements of the programme will be covered in a range of curriculum subjects (e.g. population control as part of Geography; biological facts in Science; moral and emotional issues in RE) as well as in Assemblies and PSHE Enrichment Days. Consequently, many staff may be involved in the delivery of some elements of SRE.

7.2 Delivery is accessible to all including those with special educational needs. All students are involved in PSHE Enrichment days, attend lessons in key stage 3 and/or complete social skills within Access 1. Topics are taught in a manner that considers the diversity of all students, is sensitive to students needs and experiences and always ensures students feel safe and supported. Students are reminded of staff within student services they can see for additional support on sensitive subject areas.

7.3 We involve the wider community including School Nurses, health professionals, and other appropriate accredited organisations.

7.4 Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

7.5 We also make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:

- A whole-class setting
- Small groups or targeted sessions
- to-1 discussions
- Digital formats Eg PowerPoints & Videos
- Give careful consideration to the level of differentiation needed.

7.6 We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7.7 When the PSHE programme is being devised through Enrichment Days, staff will be asked about their willingness and ability to teach SRE. The School Nurse and other health professionals contribute to our CPD programme; the Assistant Headteacher responsible for PSHE/SRE and Learning Mentors attend relevant courses. All staff have had Safeguarding training. Staff working meetings take place for resource adaptation and teaching support prior to every enrichment day.

7.8 Teaching will take place in teaching groups by, as far as is possible, teachers who know the group well, although as stated above, a 'specialist' may be used if appropriate.

7.9 Material will be handled sensitively and will be age appropriate. Questions will be answered honestly bearing in mind the understanding and maturity of the student and in accordance with the policy. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that students are fully informed and don't seek answers online. Staff are aware of the difficult situation they can place themselves in if discussing controversial, personal or sensitive topics with students.

7.10 The teaching of SRE will be to mixed classes; the size of the class may be varied to suit the topic and/or nature of the students. Single gender groups may be used if deemed appropriate and relevant.

8. CURRICULUM DESIGN:

8.1 Our RSE, Health and Wellbeing and Careers programme is an integral part of our whole school PSHE education provision. Students in Key Stage Three will have a PSHE lesson as part of their regular fortnightly timetable. This content will then be enhanced by the use of Enrichment Days, continuing into Key Stages four & five. Content will then be revisited during some registration sessions using Theme of The Fortnight and Assemblies.

All topics are age appropriate and progressive where appropriate.

Topics taught across Key Stages three and four include:

PHYSICAL HEALTH AND MENTAL WELLBEING

- Topic 1- Mental Wellbeing
- Topic 2- Internet Safety and Harms
- Topic 3-Physical Health and Fitness
- Topic 4- Healthy Eating
- Topic 5- Drugs, alcohol and tobacco
- Topic 6- Health and Prevention
- Topic 7- Basic First Aid
- Topic 8 - Changing adolescent body

RELATIONSHIPS AND SEX EDUCATION

- Topic 1-Families
- Topic 2- Respectful relationships, including friendships
- Topic 3- Online and Media
- Topic 4- Being Safe
- Topic 5- Intimate and sexual relationships, including sexual health

Living in the Wider World (Careers)

- Topic 1 - Employer and Further/Higher education and training Interactions
- Topic 2 - Labour Market Information
- Topic 3 - Finance and Enterprise
- Topic 4 - Work Related Learning
- Topic 5 - Self-discovery/Skills and Qualities
- Topic 6 - British Values, TGS Values and Diversity

This is complemented by cross curricular planning with subjects such as Science, Religion, Philosophy and Ethics, History, Business Studies and Physical Education.

8.2 How topics are delivered:

Topics are selected to be taught during PSHE lessons in a spiral curriculum so that each time a topic is revisited knowledge is age-appropriate and built upon. Connections

between topics and subjects are highlighted. This allows for individual topics to be reinforced as students move from one academic year to the next:

- Relationships and sex education lessons are carefully planned considering the age, development and maturity of students.
- Living in the Wider World topics are planned at appropriate times within each school year to prepare students for their next phase of learning and to ensure students carefully consider how they approach situations and treat people in the diverse world around them throughout this journey and through the curriculum.
- Health and wellbeing topics are embedded throughout the Enrichment Days at appropriate times and reinforced from one year to the next to continuously encourage students to stay physically and mentally well.
- Health and wellbeing topics are also embedded in the Physical Education curriculum and Food Technology curriculum.
- Some aspects of all topics will be reinforced through Theme of the Fortnight sessions and the assembly programme in registration time.
- Particular topics which are key issues locally and or nationally will also be covered. For example: County Lines or sexual harassment.
- Teachers will be allocated into three specialist teams (RSE, Health and Wellbeing and Living in the Wider World) and will predominantly teach those topics on Enrichment Days allowing them to build subject knowledge, improve key areas of pedagogy around those topics and therefore deliver high quality lessons to students.
- Students will be re-timetabled on enrichment days and will predominantly be in set classes for each allowing them to build trust and understanding amongst their peers.
- Lesson plans will allow for differentiation to ensure that all students receive high quality education that is accessible at all levels of ability.
- Learning will be assessed and evidenced through student activities in the lessons and student / staff feedback.

8.3 How the students will learn.

- Our PSHE programme will be planned and delivered through explicit education and curriculum.
- Our PSHE programme will be taught through a range of teaching methods and interactive activities, including lectures and group work.
- Active learning methods will include small group work, drama-based workshops, debate and discussion and the opportunity to interact with guest speakers and visitors.
- High quality resources will support our PSHE provision and will be regularly reviewed by the PSHE Lead.
- Selected resources, such as books and film clips, will be used which support and promote understanding within a moral/values context and underpin the lesson objectives.
- Learning about relationships and sex education will complement learning in Science, RPE and the wider curriculum.
- Students will be encouraged to reflect on their own learning and progress by question-and-answer opportunities in verbal and written forms.

- Assessment in PSHE will take the form of regular student feedback, self-assessments and the use of reflection sheets.

An overview of the learning in each year group can be found on the school website.

8.4 Safe and Effective Practice

High quality PSHE is taught;

- by a member of the teaching staff who is known to the students.
- in a familiar and comfortable environment
- adhering to the school's agreed curriculum content which is age and stage appropriate
- using resources and teaching methods which have been approved by the PSHE lead and the SLT
- through a spiral curriculum which revisits previous learning and builds knowledge and understanding in gradual steps
- in a sequence of lessons which build knowledge and understanding at a gentle pace

8.5 Teachers ensure that the learning environment is safe by;

- setting clear ground rules which are to be adhered to by all staff and students present
- organising seating so that students do not feel threatened or embarrassed
- making provision for supporting students who may struggle to adhere to the ground rules or deal with the content of the lessons (this may include arranging for additional staff to support in the lesson or be on standby)
- ensuring that lessons are well prepared and that all staff present are clear about the level of content that will be covered – age and stage appropriate
- providing adequate lesson time for discussion, to answer questions, deal with misconceptions and ensure that the students have properly understood the content.
- providing regular opportunities for students to ask questions in written form to avoid risk of embarrassment or judgement. This will also provide the teacher with time to assess whether the question fits within the age & stage requirements and decide how/whether the question should be answered
- giving scenarios for discussion which allow students to explore an issue without relating it to personal experience (de-personalisation)

8.6 The teaching of sensitive and controversial issues must;

- not be avoided because they are difficult to teach
- be supported by the senior leadership team who will enable teachers to deliver the lessons safely and effectively
- be supported by relevant school staff who have been made aware when these issues will be being taught in order that any issues arising can be dealt with promptly and effectively
- be communicated to parents and carers well in advance so that they are aware of the broad content of lessons and also the period of time in which they will be taught.

9. SAFEGUARDING

9.1 Staff will be trained to:

- Recognise that effective PSHE explores appropriate actions in relationships which can lead to disclosures from students requiring a safeguarding referral to Designated Safeguarding Lead (DSL).
- Follow the schools' safeguarding referral procedure in the event of a disclosure
- Recognise while ground rules within a classroom may require students to keep lesson content confidential, this does not extend to staff, who must not promise confidentiality in the event of a disclosure
- Have knowledge of specific safeguarding issues including Prevent and FGM and their professional responsibilities pertaining to these.

9.2 Visitors / outside agencies

- There may be times when a suitably trained and/or experience visitor may be invited to speak to students and contribute to the delivery of PSHE
- Visitors will be sent and be familiar with relevant policies in advance
- Content of session discussed and agreed, with resources checked in advance
- Normal safeguarding procedures followed by visitors

9.3 Protocols to support those at risk / vulnerable:

- The DSL will decide most appropriate course of action following any safeguarding referral
- Ensuring all students receive age appropriate RSHE
- Provision offered is appropriate to needs of students
- Further places of support are signposted in lessons
- Any further relevant protocols in place in own school setting

10. SPECIFIC ISSUE STATEMENTS:

10.1 Confidentiality

10.1 Staff and students will be made aware that some information cannot be held confidential and that certain disclosures will lead to the involvement of the Safeguarding Team.

10.2 Contraceptive 'advice'

10.2.1 Contraception is included in the themes of health, family life and relationships. This topic must be taught very sensitively; it must be one of information giving rather than

advising students. For students who are 16 years and older the situation is still complex, and teachers are advised to take care to teach the topic rather than give advice.

10.2.2. If a teacher is approached by a student below the age of 16 about contraceptive advice or other aspects of sexual behaviour or health, that teacher must encourage the student to seek advice from his/her parents/carer, health professional in the school health Drop-In or a medical practitioner.

10.2.3 Under the Children's Act the wellbeing of a student is paramount and if a teacher has grounds for concern for the well-being of a student, then the Safeguarding Team must be informed.

10.3 Child Sexual Abuse Procedure:

If a teacher has grounds for concern for the well-being of a student, then the Safeguarding Team must be informed immediately.

10.4 Child Withdrawal Procedure

10.4.1 Parents/Carers have the right to withdraw their children from any or all parts of the school's sex education programme, other than those elements which are in the National Curriculum via Science. This can be completed up until the third term before a student's 16th birthday and must be via written communication to the Headteacher.

10.4.2 Parents/Carers will be informed, in writing, before SRE is started for their child and parents/carers must then inform the school, in writing, if they do not wish their child to take part in the SRE programme; if this happens, the child will not attend the SRE lessons. Parents/Carers do not have to give reasons for their decision.

10.5 Procedures for the involvement of health professionals and visitors

10.5.1 The content of any lesson given by, or supported by, a health professional or visitor will be under the guidance of the Assistant Headteacher responsible for PSHE to ensure it is suitable for the students and conforms to the school's SRE policy.

10.6 Working with Parents/Carers

10.6.1 Thomas Gainsborough School recognises that some of our community have religious or cultural beliefs, especially regarding SRE. Parents/Carers are invited to consult with the school regarding any aspect of the SRE policy, its content, resources and teaching.

11.REPORTING, MONITORING AND EVALUATION

11.1 PSHE features on all KS3 student reports as a standalone subject.

11.2 The delivery of SRE is monitored by the Head of PSHE and the Assistant Headteacher responsible for PSHE through:

- Learning Walks

- Pupil Book Studies
- PSHE Reports
- Student Voice
- Governor and Trust Scrutiny

11.3 Students' development in PSHE/SRE is monitored by class teachers as part of our internal assessment systems

11.4 Records management

School must maintain all records relevant to administering this policy and procedure in a recognised school recordkeeping system (for example, any requests to withdraw students from the SRE Curriculum).

APPENDIX A: STATUTORY GUIDANCE

By the end of secondary school:

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

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

	<ul style="list-style-type: none"> • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. • that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. • what constitutes sexual harassment and sexual violence and why these are always unacceptable. • the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.
<p>Online and media</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. • not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • what to do and where to get support to report material or manage issues online. • the impact of viewing harmful content. • that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. • how information and data is generated, collected, shared and used online.

Being safe

Pupils should know

- the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.
- how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).
- how to get further advice including how and where to access confidential sexual and reproductive health advice and treatment

<p>Intimate and sexual relationships, including sexual health</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. • that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. • the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others. • that they have a choice to delay sex or to enjoy intimacy without sex. • the facts about the full range of contraceptive choices, efficacy and options available. • the facts around pregnancy including miscarriage. • that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). • how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. • about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. • how the use of alcohol and drugs can lead to risky sexual behaviour.
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Health & Wellbeing Statutory Guidance. By the end of secondary school:

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

<p>Mental wellbeing</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to talk about their emotions accurately and sensitively, using appropriate vocabulary. • that happiness is linked to being connected to others. • how to recognise the early signs of mental wellbeing concerns. . common types of mental ill health (e.g. anxiety and depression). • how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. • the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.
<p>Internet safety and harms</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online. • how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.

Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> • the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. • the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill health. • about the science relating to blood, organ and stem cell donation.
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. • the law relating to the supply and possession of illegal substances. • the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. • the physical and psychological consequences of addiction, including alcohol dependency. • awareness of the dangers of drugs which are prescribed but still present serious health risks. • the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.

Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> • about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics, dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. • (late secondary) the benefits of regular self-examination and screening. • the facts and science relating to immunisation and vaccination. • the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.
Basic first aid	<p>Pupils should know</p> <ul style="list-style-type: none"> • basic treatment for common injuries. • life-saving skills, including how to administer CPR. • the purpose of defibrillators and when one might be needed.
Changing adolescent body	<p>Pupils should know</p> <ul style="list-style-type: none"> • key facts about puberty, the changing adolescent body and menstrual wellbeing. • the main changes which take place in males and females, and the implications for emotional and physical health.