



# **Relationships & Sex Education Policy**

Policy Issue Date: January 2025  
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## 1. Introduction

Chauncy School is aware that 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. Definition

**Relationships and Sex Education (RSE)** is lifelong learning about physical, sexual, moral, and emotional development. It is about the understanding of the importance of stable and loving relationships both on and offline, respect, love, and care for family life. It involves acquiring information, developing essential skills, and forming positive beliefs, values, and attitudes. RSE gives young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. RSE gives children and young people the essential skills to build positive, enjoyable, and non-exploitative relationships.

### **Health Education - Physical Health and Wellbeing**

This builds on the primary content to enable students to understand their changing bodies, including menstrual wellbeing and their feelings to further the language they use to talk about their bodies, health, and emotional norms. In addition to understanding variations in emotions and physical complaints and where health, wellbeing issues and concerns begin. Health education enables making the connections between physical and emotional changes for all students (regardless of gender and identity), the impact on physical health and wellbeing, their capacity to learn and maintain their mental health and wellbeing.

## 3. Principles and Values

In addition, Chauncy School believes that RSE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for all young people.
- Encourage every student to contribute to make our community and aims to support each individual as they grow and learn.
- Be set within this wider school context and supports family commitment and love, respect and affection, knowledge, and openness. It includes acceptance of families in all their forms.
- Encourage students and teachers to share and listen to each other's views and the right to hold/ express views. We are aware of different values and opinions to sexual orientation and

gender identity, without promotion of a particular family make up. The important values are love, respect, kindness, generosity, and care for each other.

- Generate an atmosphere where questions and discussion on personal or sexual matters can take place, free from stigma or embarrassment.
- Recognise that parents/carers are the prime educators in teaching their children about relationships, growing up, health, wellbeing, and sex. We aim to work in partnership with parents, carers, and students, consulting them about the content and most effective approach to programmes.
- Recognise that the wider community has much to offer, and we aim to work in partnership with other health and education professionals.

#### **4. Aims**

The aim of RSHE is to provide balanced information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our RSHE programme aims to prepare all students for an adult life in which they can:

- Develop positive values and a moral framework that will guide their decisions, judgements, and behaviour.
- Have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- Understand the consequences of their actions and behave responsibly within sexual and non-sexual relationships.
- Avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex including violence in teenage relationships.
- Understand the true meaning of consent, permission seeking and refusal.
- Communicate and behave in a respectful manner towards people around them which contributes to a safe, inclusive environment/community.
- Communicate effectively by developing appropriate terminology/language for sex and relationship issues.
- Develop awareness and understanding of their evolving sexuality and the spectrum of gender identity.
- Challenge discrimination, sexism, and all forms of prejudice, be an 'upstander' and not a 'bystander'.
- Understand the arguments for delaying sexual activity.
- Understand the reasons for having protected sex.

- Have sufficient information and skills to protect themselves in a variety of situations including from sexual exploitation, harassment and abuse, unintended conceptions and sexually transmitted infections including HIV.
- Be aware of sources of help for all young people, acquire the skills and confidence to access confidential health advice, support, and treatment if necessary.
- Know how the law applies to sexual relationships enthusiastic consent, gaslighting, sexting/nudes and online safety.

This policy will provide clear progression from what is taught in primary in Relationships Education. We will build on the foundation of RSE and, as students grow up, at the appropriate time extend teaching to include intimate relationships. Alongside being taught 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. Throughout our curriculum, students will be taught the relevant legislation whenever applicable.

## **5. Statutory Guidance**

Chauncy School acknowledges that all secondary Academies must provide RSE to all students as per section 34 of the Children and Social Work Act 2017. In teaching RSHE, the school acknowledges that we are required by our funding agreement to have regard for the guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. This policy was developed in response to:

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- Relationships Education, Relationships and Sex Education and Health Education guidance ([publishing.service.gov.uk](https://publishing.service.gov.uk))
- Keeping children safe in education: for schools and colleges
- Behaviour and discipline in schools: guidance for headteachers and staff
- Equality Act 2010: advice for schools
- Special educational needs and disability code of practice: 0 to 25 years
- Alternative provision
- Mental health and behaviour in schools
- Preventing and tackling bullying
- Cyber bullying: advice for headteachers and school staff
- Advice for parents and carers on cyber bullying
- Sexual violence and sexual harassment between children in schools and colleges
- Promoting fundamental British values as part of SMSC in school

## 6. The Law

Chauncy School acknowledges the importance of knowing 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 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 own actions. Students will be made aware of the relevant legal provisions when the relevant topics are being taught and materials will be delivered in an age and stage appropriate way, for example, these will include:

- Marriage
- Consent, including the age of consent
- Relationship abuse and violence
- Sexual harassment and online sexual abuse
- 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)

## 7. Links with other policies

This policy should be read in conjunction with the following school policies:

- Acceptable Use Policy
- Anti-Bullying Policy
- Equality Information
- Online Safety Policy
- Safeguarding and Child Protection Policy

## 8. Consultation process

The consultation process will include:

- Student focus groups
- Consultation and engagement with parents/carers
- Review of the RSHE curriculum content with staff, students, parents/carers

## 9. Roles and Responsibilities

<b>Role</b>	<b>Responsibilities</b>
Headteacher- Steve Walton	Ensuring that RSHE is taught consistently across the school and managing requests to withdraw students from non-statutory components of RSHE
Assistant Headteacher- Kate Nichols	Co-ordinating RSHE provision Accessing and co-ordinating training and support for staff Policy Development and Review Implementation of the policy; monitoring and assessment Establishing and maintaining a link with parents/carers
All teachers responsible for the delivery of RSHE through PSHRE lessons and subjects	Delivery of the RSHE curriculum
Liz Wilkinson	Link Governor for RSHE
DSL/ Deputy DSLs- Steve Walton, Kate Nichols, Maria Ingrao, Charlotte Wildig, Hayley Derrick	Safeguarding issues

## **9.1 Headteacher**

The Headteacher will ensure that:

- All staff are informed of the policy and the responsibilities included within the policy.
- All teachers explore how new pedagogies and technology can be fully utilised to support subjects.
- The subjects are staffed and timetabled in a way to ensure the school fulfils their legal obligations.
- The teaching of RSHE is monitored to ensure that it is delivered in ways that are accessible to all students with SEND.
- The school works with parents/carers when planning and delivering RSHE to students.
  - Clear information is provided to parents/carers on the subject content and the right to request that their child is withdrawn.

## **9.2 Staff**

All staff will ensure that:

- Ground rules are negotiated with the group before embarking on lessons of a sensitive nature so that both the staff and students can work together in a supportive atmosphere in which all members can speak with confidence and without fear of embarrassment, anxiety or breach of confidentiality;
- All students are offered the opportunity to explore ideas, situations, and feelings in an atmosphere of confidence and support.
- At all times teaching will take place in the context of an explicit moral framework.
- All points of view they may express during teaching RSHE are unbiased.
- The teaching of RSHE is delivered in ways that are accessible to all students with SEND.
- The emphasis of teaching RSHE will always be the importance and understanding of personal relationships and the right of the individual to make informed choices.
- Issues of stereotyping, sexual equality, harassment, rights, and legislation underpin the teaching of RSHE.
- Where appropriate they direct students to seek advice and support from an appropriate agency or individual. It is inappropriate for staff to give students personal advice on matters such as contraception.
- Where a student has embarked on a course of action likely to place them at risk, the member of staff will ensure that the student is aware of the implications of their behaviour. The member of staff should refer any potential concerns to the Designated Safeguarding Lead.

### **9.3 Parents/Carers**

The school acknowledge the key role that parents/carers play in the development of their children's understanding about relationships. Parents are the first educators of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

All Parents/Carers will be:

- Given every opportunity to understand the purpose and content of Relationships Education and RSHE.
- Provided access to long term plans for the RSE curriculum.
- Encouraged to participate in the development of Relationships Education and RSHE.
- Able to discuss any concerns directly with the school.
- Provided with information about parent's right to request that their child is excused from sex education.

We encourage parents to view resources and access the links provided on the school's website to support their child's learning and development.

### **10. Teaching of RSHE**

Teaching of RSHE at Chauncy School will enable students to:

- Distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful.
- Understand the benefits of healthy relationships to their mental wellbeing and self-respect and to understand that unhealthy relationships can have a lasting, negative impact on mental wellbeing.
- Believe they can achieve goals and that in order to achieve those goals they must stick at the tasks despite the challenges they may face.
- Be taught the facts and the law about sex, sexuality, sexual health, and gender identity in an age-appropriate and inclusive way.
- 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 themselves or others at risk.
- Recognise risks, harmful content, and contact, and how and when to report issues to keep them safe online.
- Within the law, be well equipped to make decisions for themselves about how to live their own lives in the future, whilst respecting the right of others to make their own decisions and hold their own beliefs.

- Learn the reasons for delaying sexual activity, and the benefits to be gained from such delay.
- Avoid an unintended pregnancy.
- Understand 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.
- Know the key facts about puberty, the changes in the adolescent body (including physical and emotional) and menstrual wellbeing (Health Education).
- Learn where to go for help and advice and how to access local and national services.

## **11. Delivery of the programme**

Chauncy School acknowledges that high-quality, evidence-based and age appropriate teaching can help students prepare for the opportunities, responsibilities and experiences of adult life as well as promoting the spiritual, moral, social, cultural, mental and physical development of students both at school and in society. RSHE will be set in the context of a wider whole-school approach to supporting students to be safe, happy, and prepared for life beyond school. The curriculum on relationships and sex education will complement and be supported school's wider policies on behaviour, inclusion, respect for equality and diversity, anti-bullying, and safeguarding. RSHE will sit within the context of the school's broader ethos and approach to developing students socially, morally, spiritually, and culturally, and its pastoral care system. The curriculum on Health Education will similarly complement, and be supported by, the school's education on healthy lifestyles through Physical Education, Food Technology, Science, and extra-curricular sporting activities.

Chauncy School will deliver the content set out in Appendix 1 in the context of a broad and balanced curriculum. Effective teaching will ensure 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 of lessons. Teaching will include sufficient well-chosen opportunities and contexts for students to practise applying and embedding new knowledge so that it can be used skilfully and confidently in real life situations. The Lead Teacher's will work closely with staff in related curriculum areas to ensure Relationships, Sex and Health Education programmes complement each other and do not duplicate, content covered in national curriculum subjects such as Science, Information Technology and Physical Education.

Chauncy School delivers Relationship and Sex Education and Health Education throughout KS3 and KS4 within:

- PSHRE Lessons
- Form group time and related pastoral programme
- Assemblies
- Whole school extended sessions

- External speakers, dramas, and agencies
- Interactive workshops
- Health care professionals
- Other curriculum delivery including Science, ICT, Food Technology, English, and PE.

## **12. Inclusion**

Chauncy School wants to ensure young people from a range of backgrounds and those with diverse needs feel they belong in this school. We recognise this is bigger than just in the classroom. The school community, the environment and the interactions and relationships within our school must be considered for a true inclusive environment.

Chauncy School will be sensitive to the religious backgrounds of students and comply with the relevant provisions of the Equality Act 2010. Chauncy School will teach about faith perspectives and teachings about a variety of topics.

### *Students with special educational needs and disabilities (SEND)*

We will ensure that all young people receive RSHE, and we will offer provision appropriate to the needs of all our students, taking specialist advice where necessary. It is important the SEND students receive the knowledge they need to build up their independence. The school is aware that some students are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education can also be a priority for some students, for example some with Social, Emotional and Mental Health Needs or learning disabilities. For some students there may be a need to tailor content and teaching to meeting the specific needs of children at different development stages.

### *Gender, Identity and Sexual Orientation*

The RSHE lead will ensure that LGBTQIA+ content is fully integrated into the programme of study and threads across the curriculum. Schools are free to determine how they do this; all students will be taught LGBTQIA+ content at a timely point. We aim to deal sensitively and honestly regarding gender, sexual orientation, and identity, and to answer appropriate questions and offer support. Young people, whatever their developing identity and sexuality need to feel that RSHE is relevant to them. No-one is treated in any way less favourably on the grounds of age, race, disability, gender reassignment, sexual orientation, sex, marriage & civil partnership, pregnancy & maternity, religion/ belief, or political/ other personal beliefs. Chauncy School will ensure an equal opportunity to explore the features of same-sex relationships. This will be integrated into programmes of study and will not be taught as a standalone unit or lesson. Students will be taught the law of gender reassignment and that an individual must be 18 before they can legally reassign their gender. They will be taught that a child's legal sex will always be the same as their biological sex and, at school, boys cannot legally be classed as girls or vice versa. Our pastoral support beyond lessons will be directed by statutory guidance including KCSIE 2024.

### **13. Physical health and mental wellbeing**

Chauncy School acknowledges that the aim of teaching students about Physical Health and Mental Wellbeing is to provide them with the information that they need to:

- Make good decisions about their own health and wellbeing.
- Recognise signs of concern within themselves or others.
- Be aware of their own emotional health and wellbeing.
- Be able to check in with how they are feeling and express those feelings in a timely manner to the appropriate support system at home or within school.
- Be aware of the impact that online activity can have on their own and other people's mental wellbeing.
- Be conscious of the links between good physical health and positive mental wellbeing.
- Recognise the importance of self-control and the ability to self-regulate, and strategies for doing so.
- Be resilient even when faced with adverse or challenging situations.
- Remain confident in their own ability to overcome issues and persevere when necessary.
- Respond calmly and rationally in a variety of challenging situations.
- Understand that being physically active is an important aspect of an individual's health.
- Make good choices with regards to diet and exercise.
- Follow government guidelines about healthy eating.

Effective teaching and pastoral support within Chauncy School will aim to reduce the stigma attached to health issues, particularly those to do with mental wellbeing. The school will endeavour to create an atmosphere that encourages openness and enables students to seek any necessary help and advice that students may need throughout their time at the school.

### **14. Menstruation and the changing adolescent body**

The onset of menstruation can be confusing or even alarming for girls if they are not prepared. 48% of girls aged 14-21 in the UK were embarrassed by their periods. 14% of girls admitted that they did not know what was happening when they started their period and 26% reported that they did not know what to do when they started their period. 78% of girls didn't feel comfortable discussing their period with their teacher. As a consequence of this, here at Chauncy School 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. This will be delivered through science lessons and PSHRE sessions/ external visitors. Within school all Heads of Year as well as the Pastoral team and reception

can provide students with sanitary products. We aim to help reduce the proportion of girls who sometimes miss school because of their period.

Further from this we also aim to educate all students about the changes that are taking place during puberty. In Science lessons, discussions around the physical changes which are happening will take place. Within PSHRE lessons and specialist days and sessions, students will have the opportunity to explore the impact that changing hormones have and will aim to normalise and support all aspects of 'growing up'.

## **15. Parents' right to withdraw**

Parents/carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Parents do not have the right to request withdrawal from relationships education, which will not include topics which involve explaining different forms of sexual activity. Before granting any such request, the Headteacher/ Assistant Headteacher will discuss the request with the parent/carer and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Following the discussions, except in exceptional circumstances, the school will respect the parents' request to withdraw their 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 arrange to provide the child with sex education during one of those terms. The Headteacher/ Assistant Headteacher will ensure that where a student is excused from sex education, the student will receive appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from the National Curriculum.

## **16. Working with external agencies**

The school is aware that working with external partners will enhance the delivery of RSHE and will provide support by bringing in specialist knowledge and implement different ways of engaging with young people. Where the school use external agencies, the credentials of the visiting organisation and any visitors linked to the agency will be checked. The school will also ensure that the teaching delivered by the visitor fits with the planned programme and the published policy. We will work with external agencies to ensure that the content delivered is age-appropriate and accessible for all students. Any materials that are used as part of the delivery must be approved by the school in advance of the session. The Headteacher will take reasonably practicable steps to secure that where political issues are brought to the attention of students, they are offered a balanced presentation of opposing views. The school will ensure that the visitor is aware of aspects of confidentiality and understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy.

## **17. Working with Health Professionals**

Health professionals in school are bound by their codes of conduct but have a duty to share information with relevant others, if they believe that a child is suffering abuse.

Fraser Guidelines

It is good practice for doctors and other health professionals to follow the criteria outlined by Lord Fraser in 1985, "The House of Lords" ruling commonly known as the Fraser Guidelines which states that:

- The young person understands the health professional's advice.
- The health professional cannot persuade the young person to inform his or her parents or allow the doctor to inform the parents that he or she is seeking contraceptive treatment.
- The young person is very likely to begin or continue having intercourse with or without contraceptive treatment.
- Unless he or she receives contraceptive advice or treatment, the young person's physical or mental health or both are likely to suffer.
- The young person's best interests require the health professionals to give contraceptive advice, treatment, or both without parental consent.

*These procedures are read in conjunction with the Durham LSCB protection procedures with special reference to Sections 3 'Referral and Investigation' and Section 6.13 'Sexually Active Children under 18.'*

### ***Young People under the age of 13 years***

A child under 13 is not legally capable of consenting to sexual activity. Any offence under The Sexual Offences Act 2003 involving a child under 13 is very serious and should be taken to indicate a risk of significant harm to the child. Cases involving under 13's should always be discussed with the nominated child protection lead. Under the Sexual Offences Act, penetrative sex with a child under the age of 13 is classed as rape. Therefore, in all cases where the sexually active young person is under 13, a referral should be made to First Contact identifying the young person, and the sexual partner if known. Following this, a Strategy Meeting or discussion will be held. The meeting will involve a Team Manager, Social Worker, Police, Health Worker, Education and Welfare and other relevant agencies, to discuss appropriate next steps. Where the allegation concerns penetrative sex, or other intimate sexual activity occurs, there would always be reasonable cause to suspect that a child, whether girl or boy, is suffering or likely to suffer significant harm. All cases involving under 13's should be fully documented and reported.

### ***Young people between 13 – 16 years***

Sexual activity with a young person in this age group is a criminal offence under the Sexual Offences Act 2003. The Act reinforces that whilst mutually agreed, nonexploitive, nor coercive sexual activity between teenagers does take place and that often no harm comes

from it, the legal age of consent remains 16. This acknowledges that this group of young people is still vulnerable, even when they do not view themselves as such. Recent changes in law around consent places the emphasis on proving that consent is secured by the person initiating sex, and not the assumption that it has been obtained from the other person. This is based on them being free, able, has capacity to give consent, and that on each occasion it is negotiated and agreed.

Consideration should be given in every case of sexual activity involving 13-15-year olds as to whether a discussion with other agencies and whether a referral should be made to Safeguarding and Specialist Services. Cases of concern should be discussed with the nominated child protection lead and subsequently with other agencies as required.

When confidentiality needs to be preserved a discussion can still take place as long as it does not identify the child (directly or indirectly).

Where there is a reasonable cause to suspect that significant harm to a child has occurred/might occur, there should be a presumption that the case is reported to Safeguarding and Specialist Service.

All cases should be carefully documented including when a decision is taken not to share information.

## **18. Safeguarding, reports of abuse and confidentiality**

Chauncy School recognises that at the heart of RSHE, the focus is on keeping children safe, and acknowledges the significant role played in preventative education.

In our school, we will allow children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children will be made aware of the processes to enable them to raise their concerns or make a report and how any report will be handled. This will also include processes when they have a concern about a peer or friend.

In line with the document Keeping Children Safe in Education (KCSIE), all staff are aware of what to do if a child tells them that they are being abused or neglected. Staff are also aware of need to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those that need to be involved, such as the Designated Safeguarding Lead and children's social care. A member of staff will never promise a child that they will not tell anyone about a report of abuse, as this is not in the best interests of the child.

The involvement of the Designated Safeguarding Lead (or Deputy Designated Safeguarding Lead) will ensure that trusted, high quality local resources are engaged, links to the police and other agencies are utilised and the knowledge of the any particular local issues it may be appropriate to address in lessons.

## **19. Assessment and Evaluation**

Assessment is carried out, where appropriate and involves teacher, student and peer assessment of knowledge and understanding, interpersonal skills, and attitudes. The school

will monitor progress and impact through the delivery of RSHE. At Chauncy School, all staff will use scientifically correct terminology for the body parts including the genitals, breasts, and pubic hair, to avoid misunderstandings and to ambiguity. Using the correct language strengthens our approach to safeguarding students and links strongly to RSHE.

Ofsted is required to evaluate and report personal development, behaviour, and welfare as well as spiritual, moral, social, and cultural development of students.

## Appendix 1: Relationship, Sex and Health Education Content (Secondary)

Chauncy School will cover the following content by the end of secondary:

<p><b>Families</b></p>	<p>Students should 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 and civil partnerships are, including their legal status e.g. That marriage and civil partnerships carry 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.</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 the raising of children.</li> <li>● How to: determine whether peers, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationships 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 should know:</p> <ul style="list-style-type: none"> <li>● The characteristics of positive and healthy friendships (both on and offline) including trust, respect, honesty, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</li> <li>● How stereotypes, 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 by others, and that in turn they should</li> </ul>
	<p>show due tolerance and respect to others and others' beliefs, including</p>

	<p>people in positions of authority.</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>
<b>Online and Media</b>	<p>Students should know:</p> <ul style="list-style-type: none"> <li>● Their rights, responsibilities, and opportunities online, including that the same expectations of behaviour apply online and offline.</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 often 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 against the law.</li> <li>● How information and data is generated, collected, shared, and used online.</li> </ul>
<b>Being safe</b>	<p>Students should know:</p> <ul style="list-style-type: none"> <li>● The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, and domestic abuse 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</li> </ul>

	<ul style="list-style-type: none"> <li>● consent can be withdrawn (on and offline).</li> </ul>
<b>Intimate and sexual relationships, including sexual health</b>	<p>Students should 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.</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> <li>● The facts about the full range of contraceptive choices 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>● How 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>

<b>Mental wellbeing</b>	<p>Students should 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 should 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 should 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 cancer and cardio-vascular ill-health.</li> <li>● About the science relating to blood, organ and stem cell donation.</li> </ul>
<b>Healthy eating</b>	<p>Students should 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 &amp; tobacco</b>	<p>Students should 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 &amp; prevention</b>	<p>Students should 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 should know:</p> <ul style="list-style-type: none"> <li>● Basic treatment for common injuries.</li> <li>● Life-saving skills, including how to administer cpr.</li> <li>● The purpose of defibrillators and when one might be needed.</li> </ul>
<b>Changing adolescent body</b>	<p>Students should 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>