



RHSE POLICY

Relationships, Health and Sex Education

Ratified by the Governing Body: Summer Term 2021

Next review date: Summer Term 2022

Signed by Current RHSE Coordinator: Sally Roche

Signed by Head Teacher:

Signed by Chair of Governors:

Date: **June 2021**

SHA RHSE Policy

Within our RHSE Policy and curriculum, we have ensured all relevant areas of RHSE have been embedded throughout all year groups, from Years 1-11 at Sutton House Academy.

What is RHSE and how does it link to Well-Being?

RHSE is a statutory subject which means Relationships, Health and Sex Education. RHSE links perfectly with 'Well-Being' for our pupils as the curriculum will support our pupils to feel comfortable, healthy and happy within themselves and develop their knowledge and understanding of themselves as they are growing up.



Why do we have a RHSE Curriculum? (Appendix 1.1-1.10)

Since September 2020, the Department of Education stated that RHSE is a statutory subject for all Primary and Secondary Schools in the United Kingdom. At Sutton House Academy, we ensure that all pupils have fair and equal opportunities to access our RHSE curriculum by offering a current, relevant and engaging curriculum around a range of topics related to Relationships, Health and Sex Education. Therefore, the curriculum provides the appropriate knowledge and time which our pupils need in order to process, discuss and understand different themes. In Appendix 4, there is specific age appropriate guidance to explain what and when pupils should know at specific ages.

What does our RHSE Curriculum look like?

As Sutton House Academy, is a through SEMH school and we could potentially have pupils ranging from Year 1-11; therefore, we have created a bespoke scheme of work to ensure coverage from the DFE guidance (Appendix 1.4, 1.7, 1.8, 1.10) so they can develop an individual, coherent and broad knowledge around various topics included within our RHSE curriculum.

KS1, KS2 and KS3 pupils will participate in age appropriate RHSE lessons and will be recorded in RHSE exercise books in a range of ways depending on the abilities of the pupils for example, photographic evidence, annotations, mind maps, written answers, circle times, drawing and group Q&A sessions.

KS4 pupils will participate in the NOCN Level 1 Award, Certificate and Level 2 Certificate in Personal Well-Being which will go towards their finalised qualifications. The qualification is coursework based and evidence will be gathered in a range of ways such as written work, photographic evidence, mood boards, role play sessions, group discussions, Q&A sessions.

Year 1-11 RHSE Topics

Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn 1	Keeping safe	Digital Well-being	E-Safety	Resilience & E-Safety	E-Safety	Safe relationships online and offline	Transition to Secondary School Personal identity & E-Safety	Health and Prevention	Online and Social Media	Beliefs & Values	Understanding Feelings and Emotions
Autumn 2	Thinking positive	Be Yourself	Positive thinking	Emotional & Mental Well-Being	Me and My Emotions	Me and My Emotions	Me and My Emotions (Anger Management)	Physical Health & Fitness	Basic First Aid	Understanding Risk	Developing Confidence and Self-Esteem
Spring 1	One World	Diverse Britain	Friendships	Anti-bullying & Friendships	Anti-Bullying & Friendships	Bullying & Discrimination	British Values & Relationships	Being Safe	Being Safe	Understanding Body Image	Developing Assertiveness Healthy Lifestyles
Spring 2	Aiming high	Money matters	Aspirations	Aspirations Physical and Mental Well-Being	Keeping Safe & Healthy	Being Safe & Healthy	Ways to keep safe & healthy & Money management	Money Management	Drugs, Alcohol and Tobacco	Recognising and dealing with Bullying	Drugs and Substance Misuse
Summer 1	It's my body	Growing up	Looking after my body	Puberty	Puberty Personal Hygiene & Body changes	Sex Education Puberty	Puberty	Sex Education/ Puberty	Sex Education/ Puberty	Sex and Relationships	Sex Education-Sexual Health & Sexual Relationships
Summer 2	Relationships - VIPS	Team skills	Relationships (VIPs) & Bullying	Relationships	Relationships	Transitioning from Primary to Secondary School	Relationships	Relationships & Tolerance	Managing relationships and Mental Well-being	Sex and Relationships-continued	Careers/Life Skills Post 16 Preparation

So What is taught & When?

Keeping Safe Managing Risks	Y1- Autumn 1 Y5- Spring 2 Year 6- Spring 2	Y8- Autumn 1, Spring 1 Y9- Spring 1 Y10- Autumn 2	Sex Education	Y6- Summer 1	Y8- Summer 1 Y9- Summer 1 Y10- Summer 1 + Summer 2 Y11- Summer 1	E-Safety	Y2- Autumn 1 Y3- Autumn 1 Y4- Autumn 1 Y5- Autumn 1 Y6- Autumn 1	Y9- Autumn 1 Y10- touched upon in Spring 1
Difference & Diversity	Y1- Spring 1 Y2-Autumn 2 + Spring 1 Y6- Spring 1	Y7- Spring 1 Y8- Summer 2 Y10- Autumn 1	Relationships Education	Y1- Summer 2 Y2- Summer 2 Y3- Spring 1 + Summer 2 Y4- Spring 1 + Summer 2 Y5- Spring 1 + Summer 2	Y7- Summer 2 Y8- Summer 2 Y9- Summer 2 Y10- Spring 2 + Summer 1 Y11- Summer 1	Emotional, Mental & Physical Well-Being	Y1- Autumn 2, Spring 2 & Summer 1 Y3- Autumn 2, Spring 2, Summer 1 Y4- Autumn 2 + Spring 2 Y5- Autumn 2 Y6- Autumn 2	Y7- Autumn 2 Y8- Autumn 2 Y9- Autumn 2 + Summer 2 Y10- Spring 1 Y11- Autumn 1 + Autumn 2
Healthy Lifestyles	Y2- Spring 2	Y7- Spring 2 Y8- Spring 2 Y9- Spring 2 Y11- Spring 1 + Spring 2	Growing up/Puberty	Y2- Summer 1 Y4- Summer 1 Y5- Summer 1 Y6- Summer 1	Y7- Summer 1 Y8- Summer 1 Y9- Summer 1	Transitioning Careers	Y6- Summer 2	Y7- Autumn 1 Y11- Summer 2

Throughout each academic year, these key topics are covered, revisited and differentiated so they are age appropriate and meet the needs of our pupils at SHA. As you can see from our Year 1-11 RHSE Topics, Emotional, Mental and Physical Well-Being are embedded predominantly due to the volume of pupils who lack confidence, self-esteem, emotional literacy skills and understanding around how to take care of their mental and physical health. We also cover learning around the importance of healthy lifestyles to embed this further. Therefore, at SHA we aim to ensure these key skills are taught through engaging lessons across all key stages and evidenced in a range of ways. We also aim to support our pupils emotional and mental health needs by ensuring their efforts are noticed in our weekly rewards ceremony, organise extra-curricular activities, follow age appropriate reward systems and arrange trips for pupils to develop their intrinsic motivation towards building positive attitudes towards their behaviour and learning. Furthermore, if a pupil is off due to illness or self-isolation, we also offer virtual support through Google Classroom by communicating with our pupils so they still feel connected whilst being at home.

Furthermore, due to the vulnerability of our pupils, E-Safety, keeping safe when out and about and managing risks can be quite challenging for our pupils to understand the concept of, therefore we also have drop down days and visits from local police officers so they can build positive relationships with the emergency services so they know they are there to help. To ensure our pupils understand the importance of E-Safety, we also participate in the annual National 'Internet Safety Day' where pupils participate in discussions around internet safety with their tutors. In the coming academic year, the aim is for a drop down day to be arranged by the RHSE Coordinator and relevant teaching staff to refresh knowledge and understanding around the risks of being online.

Difference and diversity is highly imperative at SHA and we encourage our pupils and staff to demonstrate tolerable and understanding approaches towards others. We participate in charity days such as 'Children in Need', 'Comic/Sports Relief' and 'Christmas Jumper Day' and discuss the reasons behind why we are raising money for these charities to encourage our children to develop skills of empathy and caring towards others within society. Topics related to British Values, community and equality are also embedded within our RHSE curriculum in all key stages.

Relationships Education is evident throughout the majority of all year groups as this is now a statutory core subject. As a school we embed an ethos where positive and healthy relationships are encouraged and we take part in Anti-Bullying Week which usually takes place in November, this then refreshes pupil's understanding around kindness, friendship and the meaning of bullying. Our school has a 0% tolerance towards bullying and this is embedded throughout the ethos of our school.

At KS₃ & KS₄, all Secondary pupils participate in Careers week where they participate in lessons designed by 'Careers Pilot' the aim of this is for pupils from Year 7 to commence the process of thinking ahead to their future aspirations for when they reach the end of Year 11. Secondary tutors participate in a drop down session to provide additional support to their pupils in their tutor groups.

Finally, within our RHSE topics, in Years 6, 7 and 11, pupils participate in transition centered lessons so they feel prepared and settled for the transition between Primary and Secondary school and then Secondary school to Post-16 opportunities. As our pupils all have EHC Plans, during their annual reviews their transition plans are planned individually, however in lessons, the aim is to pre-empt any anxieties or stresses they have around moving on of leaving a chapter of their life behind. We also host a 'Leavers BBQ' at the end of the summer term where parents and pupils attend to say goodbye and experience closure of one-chapter closing and another one opening.

SHA's RHSE Expectations

Since September 2020, RHSE has gained a place within the National Curriculum as a statutory subject which every school across the UK is lawfully expected to teach a minimum of one lesson per week for a minimum of 45-60 minutes.

Primary pupils cover topics such as caring friendships, families and people who care for me, respectful relationships, online relationships, being safe, mental well-being, internet and safety harms, physical health and fitness, healthy eating, drugs, alcohol and tobacco, health and prevention, basic first aid, British values, aspirations, anti-bullying, money management and changing adolescent body.

Secondary pupils cover topics such as families, respectful relationships including friendships, online and media, social media, being safe, intimate and sexual relationships, including sexual health, mental well-being, internet safety and harms, physical health and fitness, healthy eating, money management, careers, emotional and mental well-being, life skills, drugs, alcohol and tobacco, health and prevention, basic first aid and changing adolescent body.

These topics have been spread out so that some topics are revisited in more detail and others where they are only taught in specific year groups. The learning objectives are based on statutory guidance and have been carefully selected for our pupils here at SHA. Due to all of our pupils having EHCP's and show vulnerable tendencies, the RHSE topics and learning objectives are crucial in order to safeguard them within our current society and provide them with the key skills and knowledge in how to be a positive role model within society as individual citizens.

The expectation across SHA is that in Primary, each child receives one 45 minute RHSE lesson each week which suits their specific year group and in Secondary, pupils are taught RHSE by the RHSE Secondary Coordinator. Furthermore, it is the responsibility of all tutors to address any misconceptions related to RHSE, depending on the pupil and their current circumstances; this not only supports each pupil to correct any misconceptions they may have but it also promotes the high level of safeguarding we implement within our school at SHA.

By the time a pupil leaves us at the end of Year 11, they should be fully aware of the key characteristics of healthy, positive and respectful relationships, understand the law and consequences of inappropriate behaviour online and offline, be aware of adolescent body changes, sexual relationships and sexual health, understand the importance and benefits of keeping safe, healthy and physically fit, have an idea of their Post 16 pathway through careers activities, be aware of the impact of legal and illegal substances, know how to access support from charities or emergency services if required and know the importance of being a good citizen in society.

Please see Appendix 2 to see how RSHE can link to other subjects within the curriculum as this information clarifies how RHSE prepares pupils for their adolescent lives through RHSE and Science lessons. Furthermore, in Appendix 4 you will find a year by year approach as to what each pupil should know from the age of three up to 16 in relation to RHSE, this is crucial to read to develop understanding around the importance of RHSE as a subject for all pupils, especially in relation to safeguarding.

RHSE Assessment (Appendix 1.11)

At SHA, we use a software called Go4Schools to monitor pupil's progress on a half termly basis. RHSE is not necessarily a subject which can be assessed based on ability like English or Maths, as every child is unique and their approaches, understanding and views may all differ due to a range of circumstances. Therefore, RHSE is assessed based on coverage at SHA.

For example for a Year 1 pupil, their baseline grade should be RS+, Autumn 1- 1E, Autumn 2- 1E+, Spring 1- 1D, Spring 2- 1D+, Summer 1- 1S and Summer 2-1S+, this will be the same process for pupils all the way through to Year 9. Please see Appendix 6.1 for all year groups expected progress levels.

However, for KS4 pupils, their assessment is slightly different due to their NOCN Qualification, please see Appendix 6.2 for the specific levels for the Level 1 and 2 qualification.

Right to withdraw (Appendix 3)

It is statutory for your child to participate in Relationships Education and they have the right to learn about positive, respectful and healthy relationships whilst at primary school. In relation to Sex Education, it is beneficial for your child to learn about up to date matters in a safe learning environment, however as a school we understand if you wish for your child to wait until secondary school whereby Sex Education is statutory. Please see Appendix 1.5 for DfE Guidance on Sex Education in Primary Schools and Appendix 5.6-5.11 for further detail upon the coverage of Sex Education we offer at Sutton House Academy.

As a parent, with a child in Primary School, you have the right to withdraw your child from any lessons around Sex Education due to personal or religious reasons. If this is the case, please indicate this on the RHSE permission letter slip, which is given at the beginning of Year 6 or speak to your child's tutor, the RHSE Co-Coordinator or the Head Teacher.

Summary of requirements

11. The subjects are part of the basic school curriculum (as previously for sex education in maintained secondary schools), which allows schools flexibility in developing their planned programme, integrated within a broad and balanced curriculum.

12. The guidance applies to:

1.1

Relationships Education	Relationships and Sex Education	Health Education
All schools providing primary education, including all-through schools and middle schools (includes schools as set out in the Summary section).	All schools providing secondary education, including all-through schools and middle schools (includes schools as set out in the Summary section).	All maintained schools including schools with a sixth form, academies, free schools, non-maintained special schools and alternative provision, including pupil referral units.
		The statutory requirement to provide Health Education does not apply to independent schools – PSHE is already compulsory as independent schools must meet the Independent School Standards as set out in the Education (Independent School Standards) Regulations 2014. Independent schools, however, may find the principles in the guidance on Health Education helpful in planning an age-appropriate curriculum.
The statutory requirements do not apply to sixth form colleges, 16-19 academies or Further Education (FE) colleges ⁷ , although we would encourage them to support students by offering these subjects. These settings may find the principles helpful, especially in supporting pupils in the transition to FE.		

Pupils with special educational needs and disabilities (SEND)

1.2

33. Relationships Education, RSE and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities who represent a large minority of pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. Schools should also be mindful of the preparing for adulthood outcomes,¹² as set out in the SEND code of practice, when teaching these subjects to those with SEND.

34. Schools should be aware that some pupils 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 pupils; for example those with Social, Emotional and Mental Health needs or learning disabilities. Such factors should be taken into consideration in designing and teaching these subjects.

35. In special schools and for some SEND pupils in mainstream schools there may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages. As with all teaching for these subjects, schools should ensure that their teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

Relationships Education (Primary)

54. The focus in primary school should be 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.

55. This starts with pupils 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, pupils should 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.

56. Respect for others should 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.

57. From the beginning, teachers should 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 should enable pupils 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.

58. 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 should address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers should 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.

59. Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils 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 needs to 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.

60. 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 pupils 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, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This can 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.

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

62. Through Relationships Education (and RSE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be 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 primary school:

Families and people who care for me	<p>Pupils should know</p> <ul style="list-style-type: none"> that families are important for children growing up because they can give love, security and stability. 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. that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
	<ul style="list-style-type: none"> 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. that marriage¹³ represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	<p>Pupils should know</p> <ul style="list-style-type: none"> how important friendships are in making us feel happy and secure, and how people choose and make friends. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 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. 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.

Respectful relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> 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. practical steps they can take in a range of different contexts to improve or support respectful relationships. the conventions of courtesy and manners. the importance of self-respect and how this links to their own happiness. 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 those in positions of authority.
	<ul style="list-style-type: none"> 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. what a stereotype is, and how stereotypes can be unfair, negative or destructive. the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> that people sometimes behave differently online, including by pretending to be someone they are not. 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. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. how information and data is shared and used online.
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). 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. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. how to recognise and report feelings of being unsafe or feeling bad about any adult. how to ask for advice or help for themselves or others, and to keep trying until they are heard. how to report concerns or abuse, and the vocabulary and confidence needed to do so. where to get advice e.g. family, school and/or other sources.

65. 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 this guidance therefore focuses on Relationships Education.

66. The content set out in this guidance covers everything that primary schools should teach about relationships and health, including puberty. 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 will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement.

67. It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should 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 should consult parents before the final year of primary school about the detailed content of what will be taught. This process should 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.

68. Where a maintained primary school chooses to teach aspects of sex education (which go beyond the national curriculum for science), the school must set this out in their policy and all schools should consult with parents on what is to be covered. 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, head teachers 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 as set out in paragraphs 45 and 46. Schools must also ensure that their teaching and materials are appropriate having regard to the age and religious backgrounds of their pupils. Schools will also want to recognise the significance of other factors, such as any special educational needs or disabilities of their pupils.

Relationships and Sex Education (RSE): Secondary

69. 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 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 pupils 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.

70. Effective RSE does not encourage early sexual experimentation. It should 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.

71. 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 should 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 pupils to raise issues anonymously.

72. RSE should provide clear progression from what is taught in primary school in Relationships Education. Teachers should build on the foundation of Relationships Education and, as pupils grow up, at the appropriate time extend teaching to include intimate relationships. Alongside being taught about intimate relationships, pupils should 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 should enable pupils to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful.

73. Pupils should 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 should be taught that unhealthy relationships can have a lasting, negative impact on mental wellbeing.

74. As in primary, secondary Relationships Education can be underpinned by a wider, deliberate cultivation and practice of resilience and character in the individual. These should 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 should 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.

75. Pupils should be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. All pupils should feel that the content is relevant to them and their developing sexuality. Sexual orientation and gender identity should 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 should be an equal opportunity to explore the features of stable and healthy same-sex relationships. This should be integrated appropriately into the RSE programme, rather than addressed separately or in only one lesson.

76. 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 should be taught in a factual way so that pupils are clear on their rights and responsibilities as citizens.

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

78. Pupils should be well informed about the full range of perspectives and, within the law, should 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 should 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.

79. Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, should also be addressed sensitively and clearly. Schools should address the physical and emotional damage caused by female genital mutilation (FGM). They should 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, pupils 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 should also be mindful that for pupils 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.

80. Internet safety should also be addressed. Pupils should 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. Pupils should 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.

81. Some pupils 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:

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:

Families	<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.
Respectful relationships, including friendships	<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.
	<ul style="list-style-type: none"> 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). that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. what constitutes sexual harassment and sexual violence and why these are always unacceptable. the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

Online and media	<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	<p>Pupils should know</p> <ul style="list-style-type: none"> the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).
Intimate and sexual relationships, including sexual health	<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 pressurising others. that they have a choice to delay sex or to enjoy intimacy without sex. the facts about the full range of contraceptive choices, efficacy and options available. the facts around pregnancy including miscarriage. that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). how the different sexually transmitted infections (STIs), including HIV/AIDS, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. how the use of alcohol and drugs can lead to risky sexual behaviour. how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

Physical health and mental wellbeing: Primary

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

91. This starts with pupils being taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils 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.

92. Teachers should go on to talk about the steps pupils 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.

93. Emphasis should 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.

94. Pupils should also be taught the benefits of hobbies, interests and participation in their own communities. This teaching should 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.

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

96. 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 primary school:

1.8a

Mental wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none"> that mental wellbeing is a normal part of daily life, in the same way as physical health. that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
	<ul style="list-style-type: none"> 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. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. where and how to seek support (including recognising the triggers for seeking support), including whom in school they should 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). 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.
Internet safety and harms	<p>Pupils should know</p> <ul style="list-style-type: none"> that for most people the internet is an integral part of life and has many benefits. 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. 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. why social media, some computer games and online gaming, for example, are age restricted. 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. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. where and how to report concerns and get support with issues online.

Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> the characteristics and mental and physical benefits of an active lifestyle. 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. the risks associated with an inactive lifestyle (including obesity). how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> what constitutes a healthy diet (including understanding calories and other nutritional content). the principles of planning and preparing a range of healthy meals. 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).
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> how to make a clear and efficient call to emergency services if necessary. concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none"> key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. about menstrual wellbeing including the key facts about the menstrual cycle.

Physical health and mental wellbeing: Secondary

97. It is important that the starting point for health and wellbeing education should be a focus on enabling pupils to make well-informed, positive choices for themselves. In secondary school, teaching should build on primary content and should introduce new content to older pupils at appropriate points. This should enable pupils 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 pupils to understand where normal variations in emotions and physical complaints end and health and wellbeing issues begin.

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

99. Emphasis should continue to be given to steps pupils can take to protect and support their own health and wellbeing. They should 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 should cover self-care, the benefits of physical activity and time spent outdoors. This should be linked to information on the benefits of sufficient sleep, good nutrition and strategies for building resilience.

100. Pupils should know the contribution that hobbies, interests and participation in their own communities can make to overall wellbeing. They should 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. Pupils should 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.

101. Pupils should also be taught about problems and challenges. This should 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 disorders¹⁴.

102. Teachers should 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 pupils 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, should also be included. Teachers should understand that pupils who have experienced problems at home may depend more on schools for support.

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

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:

Mental wellbeing	<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.
Internet safety and harms	<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
	<p>information is targeted at them and how to be a discerning consumer of information online.</p> <ul style="list-style-type: none"> • how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.
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. • about 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.
	<ul style="list-style-type: none"> • 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.¹⁵ • 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.

Assessment

123. Schools should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. A strong curriculum will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress.

124. Lessons should be planned to ensure that pupils of differing abilities, including the most able, are suitably challenged. Teaching should be assessed and assessments used to identify where pupils need extra support or intervention.

125. 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.

Appendix 2- How Sex Education links to RHSE and other subjects

This section looks at how sex and relationship education can fit into the Personal, Social and Health Education framework.

- 3.1 Sex and relationship education should be supported by a school's wider curriculum for personal, social and health education. In this way, schools can ensure that pupils:
- receive their sex education in the wider context of relationships; and
 - are prepared for the opportunities, responsibilities and experiences of adult life.

In primary schools

- 3.2 The combined PSHE and Citizenship framework at Key Stages 1 and 2 is developed through four broad themes and makes clear what is appropriate in the early primary years and the transition year. The present requirements set out within National Curriculum Science and shown in the box below should be delivered through these four broad themes and within the context of the National Healthy School Standard to ensure effective provision. The four themes are:
- developing confidence and responsibility and making the most of pupils' abilities;
 - preparing to play an active role as citizens;
 - developing a healthier, safer lifestyle; and
 - developing good relationships and respecting differences between people.
- 3.3 At primary school level sex and relationship education should contribute to the foundation of PSHE and Citizenship by ensuring that all children:
- develop confidence in talking, listening and thinking about feelings and relationships;
 - are able to name parts of the body and describe how their bodies work;
 - can protect themselves and ask for help and support; and
 - are prepared for puberty.

National Curriculum Science

Key Stage 1

1. b) that animals including humans, move, feed, grow, use their senses and reproduce
2. a) to recognise and compare the main external parts of the bodies of humans
f) that humans and animals can produce offspring and these grow into adults
4. a) to recognise similarities and differences between themselves and others and treat others with sensitivity

Key Stage 2

1. a) that the life processes common to humans and other animals include nutrition, growth and reproduction
2. f) about the main stages of the human life cycle

In secondary schools

- 3.4 At Key Stages 3 and 4, Citizenship is delivered under a statutory order and PSHE is non-statutory. Despite these differences, some aspects of the four broad themes of Key Stages 1 and 2 and the requirements of Key Stages 3 and 4 of National Curriculum Science (set out in the box below) can still be related to each other and delivered through them. Sex and relationship education delivered through these four broad themes within the context of the National Healthy School Standard will ensure effective and appropriate provision.
- 3.5 At secondary school level, sex and relationship education should prepare young people for an adult life in which they can:
- develop positive values and a moral framework that will guide their decisions, judgements and behaviour;
 - be aware of their sexuality and understand human sexuality;
 - understand the arguments for delaying sexual activity;
 - understand the reasons for having protected sex;
 - understand the consequences of their actions and behave responsibly within sexual and pastoral 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 relationships they want;
 - communicate effectively;
 - have sufficient information and skills to protect themselves and, where they have one, 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; and
 - know how the law applies to sexual relationships.

National Curriculum Science

Key Stage 3

1. d) that fertilisation in humans... is the fusion of a male and a female cell
2. f) about the physical and emotional changes that take place during adolescence
g) about the human reproductive system, including the menstrual cycle and fertilisation
h) how the foetus develops in the uterus
n) how the growth and reproduction of bacteria and the replication of viruses can affect health

Key Stage 4

2. f) The way in which hormonal control occurs, including the effects of sex hormones
g) some medical uses of hormones, including the control and promotion of fertility
l) the defence mechanisms of the body
3. d) how sex is determined in humans

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/283599/sex_and_relationship_education_guidance.pdf

Appendix 3- Right to Withdraw DfE Guidance

Right to be excused from sex education (commonly referred to as the right to withdraw)

45. 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 it would be good practice for the head teacher to discuss the request 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. Schools will want to document this process to ensure a record is kept.

46. Good practice is also likely to include the head teacher discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could 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

Appendix 4- Parent Guidance for RSE- [What and when SRE / RSE? - Information, Support and Advice \(bigtalkeducation.co.uk\)](http://bigtalkeducation.co.uk)

A spiral curriculum, year by year approach.

It is critical to note that the words used to describe topics will be introduced much later to children than the content of the topic. For example children will be taught that there are “programmes for adults” and “pictures of people with no clothes on”, we would never introduce the word pornography.

From age three (nursery): Children should be taught the differences between boys and girls, naming body parts with the correct scientific words, what areas of the body are private, and the difference between good touches and bad touches.

Age four to six (reception – year 1): From this age children should be able to identify safe situations and those which may be risky, like other children or adults taking improper photographs of them. They should be able to identify trusted adults (both at home and school) who they can talk to if they feel worried. Within this age group they should understand about different types of families, including those with same sex parents. The emphasis being on all different types of families.

Age six to eight (year 2 – 3): Understanding the importance of boundaries within friendships and personal relationships is important, including online and through technologies such as mobile phones and games. They should know what films, programmes and online content they should and shouldn't be watching, in addition who to tell, if someone encourages them to watch inappropriate content (this can be a grooming tactic).

Age eight to nine (year 4): By this age children need to be taught about the emotional and physical changes of growing up, coping strategies for different emotions, as well as looking after their bodies and the onset of puberty. We find that some girls may even be starting their periods in year 4, so it is critical that they have this knowledge at this age. We also recommend giving a gentle introduction to reproduction, this is the point at which we find we are able to tell children before they have received a muddled version from an older sibling or peers who may have been looking online for the definition of “sex”. Whilst some parents and teachers may question this age, it is important to know that ‘sex’ is spoken and sung about, widely in the media including in pop music aimed at children (e.g. Little Mix). If children type this simple word into the internet to find out what it means they will be presented with graphic and often disturbing images, so it is better to educate the children in a gentle age appropriate manner, than to leave them hungry for information.

Age nine to 11 (year 5 – 6): At these ages it is important to review the previous information taught, as children tend to absorb and retain elements of the information when it is of relevance to them. So we allow children to ask more questions in these year groups, to ensure they understand what they have been taught and fill in any gaps in knowledge. They will often want more details on conception, how babies (including twins) develop and are born. Sometimes they ask how people can get germs from sex and how they can be prevented, or there may be curiosity about feelings or body image – each group is different.

Age 11 to 12 (year 7): In secondary school, the reinforcement of previous information is critical to ensure all pupils have a good foundation, as relationship and sex education provision from feeder schools may be inconsistent. In addition, further information on personal safety, potential grooming and exploitation scenarios can be delivered in a realistic but age appropriate way.

Age 12 to 13 (year 8): Sex and the law should be introduced as a topic, identifying risky behaviour and consequences, including pregnancy myths, alcohol, technology, rights and responsibilities. The new Government guidance also requires we define subjects covered in the media such as FGM (female genital mutilation) Honour Based Violence and Arranged Marriage. Sexual orientation, information on growing up gay, challenging homophobia as well as concepts of gender stereotypes should be core to any programme of education. Information for boys on safe ways to access information about relationships and sex is crucial as several may have already viewed pornography at this stage. Myth busting between media and real world representations of sex and gender stereotypes is beneficial for both boys and girls. Yet again, at this age group technology and internet safety need to be reinforced and discussed, CSE (child sexual exploitation) can be further highlighted.

Age 13 to 14 (year 9): Topics at this age group include self-esteem within relationships, confidence, communication skills and consent including the effects of alcohol and behaviour in relationships. Contraception should be covered, including the modern methods and their local availability. Information on sexually transmitted infection and their effects, including long term risks, safer sex, including condom information and practical demonstrations are all recommended. Further insight into parenthood and the effects of an unplanned pregnancy on potential fathers and mothers will aid these young people.

Age 14 to 15 (year 10): Looking at boundaries at this age is useful, what's the difference between flirting and sexual harassment? Identifying abusive relationships as well as identifying the elusive "perfect partner". Further information on the realities of pregnancy and parenthood, including the physical impact of pregnancy, plus the social and economic price that young parents pay.

Age 15 to 16 (year 11): As with primary, the final year at secondary school is spent recapping on previous topics as well as allowing students to lead the discussion by asking anonymous questions or through open discussion.

Appendix 5.1

RHSE Overview of Learning for Year 1

Autumn Term 1 Keeping Safe	To know how to stay safe and who can help if I feel unsafe.	To know how to stay safe at home.	To know how to stay safe when I am out and about.	To know how to keep myself safe in different situations with people I don't know.	To know what I can share and what I should keep private to keep myself and others safe.	To know who to go to if I need help.
Autumn Term 2 Think Positive	To understand how happy thoughts can make me feel good.	To know I can make good choices and consider the impact of my decisions.	To set myself goals and consider how to achieve them.	To discuss my feelings and opinions with others and cope with difficult emotions.	To discuss things I am thankful for and focus on what I do have, rather than what I don't have.	To focus on what is happening now and how I am feeling.
Spring Term 1 One World	To explore family life in different countries and say how it is the same as mine and how it is different.	To discuss homes and home life from around the world and say how they are the same as mine and how they are different.	To explain what it is like to go to school in other countries and say how it is the same as or different from my school.	To explore places where people live which are different from where I live.	To think about how people use things from the earth and what problems this can cause.	To understand why it is important to care for the earth and identify how I can help protect it.
Spring Term 2 Aiming high!	To identify star qualities I already have and those I would like to develop.	To explain how a positive learning attitude can help me.	To talk about jobs that people can do and tell my friends what I want to be when I grow up.	To understand that it is a person's interests and skills that make them suited to doing a job.	To think about things I would like to achieve in the future.	To think about changes which might happen to me and consider how I feel about them.
Summer Term 1 It's My Body	To know I can choose what happens to my body.	To make healthy choices about sleep and exercise.	To make healthy choices about food and drink.	To know how to keep my body clean.	To know what is safe to eat or drink.	To know I can choose to keep my mind and body healthy and safe
Summer Term 2 Relationships- VIPs	To talk about the very important people in my life and explain why they are special.	To describe why families are important.	To describe what makes someone a good friend.	To describe ways to help resolve arguments and disagreements without being unkind.	To cooperate with others to achieve a task.	To describe how I can show my special people that I care about them and I understand why this is important.

Appendix 5.2

RHSE Overview of Learning for Year 2

Autumn Term 1 Digital Well-Being	I can talk about ways in which the Internet is useful.	To know how to balance screen time with other activities and understand why this is important.	To know how to stay safe online.	To explain why we keep personal information private.	To know how to communicate online in ways that show kindness and respect.	To understand that not everything on the Internet is true.
Autumn Term 2 Be Yourself	To talk about what makes me special	To name some of the different feelings I have and can describe how they feel	To talk about things I like that make me feel happy	To talk about the things that make me feel unhappy or cross and think of strategies I can use when I have these feelings	To discuss how change and loss make me feel	To share what I feel with confidence
Spring Term 1 Diverse Britain	To describe ways that I can help my school community.	To describe ways that I can be a good neighbour.	To identify things that help and harm my neighbourhood.	To describe what it is like to live in the British Isles.	To explore how people living in the British Isles can be different and how they are the same.	To talk about being British and living in the British Isles.
Spring Term 2 Money Matters	To explain the different forms money comes in.	To explain where money comes from.	To explain how to keep money safe and why this is important.	To explain choices I have about spending money and why it is important to keep track of what I spend.	To explain the difference between things we want and things we need.	To explain what happens when we go shopping.
Summer Term 1 Growing Up	To name the main parts of boys' and girls' bodies.	To understand how to respect my own and other people's bodies.	To understand that we are all different and different people like different things.	To talk about my family and others' families'.	To describe how I will change as I get older.	To describe things that might change in a person's life and how it might make them feel.
Summer Term 2 Team Skills	To talk about the teams I belong to.	To understand that I can be a good listener.	To explain how to be kind and why it is important.	To talk about unkind behaviour like teasing and bullying.	To explain how to be a positive learner.	To identify good and not-so-good choices.

Appendix 5.3

RHSE Overview of Learning for Year 3

Autumn Term 1 E-Safety	To identify the positives and negatives of being online.	To know I be kind online and I can help make the Internet a safer place.	To know how to stay safe when communicating online and what to do if I don't feel safe.	To decide how reliable online information is and know how to share information responsibly online.	To identify things we shouldn't share online and give reasons why we shouldn't share them.	To understand how technology can affect our wellbeing in different ways.
Autumn Term 2 Positive Thinking!	To understand that having a positive attitude is good for our mental health.	To recognise and manage positive and negative thoughts effectively.	To recognise and manage positive and negative thoughts effectively.	To use mindfulness techniques to keep calm.	To identify uncomfortable emotions and manage them effectively.	To apply a positive attitude towards learning and take on new challenges.
Spring Term 1 Friendships	To recognise the different types of friendships which are important to us	To explain why friendship and having friends is valuable	To identify how friends show and care for and value each other	To describe what is most important in a friendship	To learn how to maintain good friendships	To learn about solving disagreements and conflict amongst ourselves and our peers
Spring Term 2 Aspirations	To identify achievements and suggest how my actions can help me to achieve.	To identify personal goals and suggest actions that I can take to achieve them.	To explain how a positive learning attitude can help me to learn new things	To identify the skills and attributes needed to do certain jobs.	To understand that we should all have equal opportunities to follow our career ambitions.	To discuss what job I might like to do when I grow up and what skills I will need to achieve this
Summer Term 1 Looking after My Body	To know I can choose what happens to my body and I can get help with any concerns.	To know how to keep my body healthy.	To know why it is important to get enough sleep.	To understand the importance of hygiene and what to do if I feel unwell.	To know how to take medicine safely and keep safe around drugs.	To know how to make better choices and choose healthy habits.
Summer Term 2 Relationships (VIPs) & Bullying	To explain the importance of respecting my VIPs.	To explain how to make and keep fabulous friends.	To identify my own support network.	To demonstrate strategies for resolving conflicts.	To identify what bullying is.	To know what to do if someone is being bullied.

Appendix 5.4

RHSE Overview of Learning for Year 4

Autumn Term 1 Resilience & E-Safety	To understand what it means to be resilient	To understand how to respond safely to adults they don't know	To recognise that some things are private	To know how to respond if physical contact makes them feel uncomfortable or unsafe	To know what to do if someone has asked me to do something which makes me feel unsafe or uncomfortable	To be aware of the term 'catfishing'	BIG Questions session (Philosophy)
Autumn Term 2 Emotional and Mental Well-Being	To recognise and name different emotions	To understand the importance of kindness	To recognise that not everyone feels the same about different things	To explore the impact of 'big' feelings on our behaviour	To understand how physical activity helps us to stay healthy	To explore foods that support good health and the risks of eating too much sugar	To reflect on my achievements this term
Spring Term 1 Anti-Bullying and Friendships	To practise asking for help when managing our 'big' emotions	To understand that bodies and feelings can be hurt by words and actions; both on and offline	To empathise how people may feel if they experience being bullied	To listen to others when playing or working cooperatively	To understand how to ask for help if a friendship is making them feel unhappy	To explore simple strategies to resolve arguments between friends positively	To recognise my special people in my life
Spring Term 2 Aspirations & Physical and Mental Well-Being	To understand the meaning of having aspirations	To acknowledge and be aware of my aspirations	To understand why sleep is important and different ways to rest and relax	To recognise the importance of when to take a break from time online or TV	To learn about simple hygiene routines that can stop germs from spreading	To understand the importance and routines of dental hygiene	To explore how to keep safe in the sun and ways to protect our skin
Summer Term 1 Puberty	To identify myself as an individual	To develop an awareness of body parts	To name body parts and know which parts should be private	To understand and learn the PANTS rule	To understand how my body might change as I grow older	To explain how and why it is important to keep clean during puberty	To describe ways of managing physical change during puberty
Summer Term 2 Relationships	To share my likes and dislikes to get to know my class friends	To learn about how people make friends and what makes a good friendship	To understand what kind and unkind behaviour looks like and how it can affect others	To understand how we change as we grow	To identify my family	To identify common and healthy features of home and family life	To reflect on my achievements this year at Sutton House

Appendix 5.5

RHSE Overview of Learning for Year 5

Autumn Term 1 E-Safety	To understand what it means to be resilient	To develop an understanding about the impact of bullying, including offline and online, and the consequences of hurtful behaviour	To recognise kind and unkind behaviour online	To understand the difference between taking an appropriate and inappropriate photograph	To be aware of digital footprint	To know how to respond safely and appropriately to strangers online	BIG Questions session (Philosophy)
Autumn Term 2 Me and My Emotions	To discuss different feelings that humans experience	To observe body language to identify an emotion	To identify things that make me feel good	To recognise that feelings change over time and range in intensity	To understand the elements of a healthy lifestyle	To recognise what constitutes to a healthy diet	To reflect on my achievements this term
Spring Term 1 Anti-bullying & Friendships	To understand what bullying is and what it might look like	To identify bullying behaviours and develop understanding around the effect of bullying	To reflect on what I can do to help stop bullying	To understand the importance of listening and paying attention to others during conversations	To understand the benefits of having different types of friends	To recognise what positive attributes to look for in a friend	To explain how I can be a good friend to others
Spring Term 2 Keeping Safe & Healthy	To understand the meaning of having aspirations	To understand that personal behaviour can affect other people	To discuss how hazards can cause harm, injury or risk and the importance of keeping safe	To explore ways to manage anxieties about new experiences	To understand how to keep safe when out and about in our local environment	To be aware of first aid	To think about how to respond and react in an emergency situation
Summer Term 1 Life Support Productions Puberty, Body Changes, Looking after yourself	To be able to identify the changes that occur to our bodies as we grow up and change from children to adults	To be aware of menstruation, it's onset and the possible emotional effects and recognise types of sanitary protection available	To be aware of wet dreams	To be aware of emotional changes that occur as we grow up	To be aware of the importance and methods of personal hygiene	To recognise the importance and methods of self-examination including the need for privacy	Q&A
Summer Term 2 Relationships	To explain how VIPs who love and care for each other should treat each other.	To identify different ways to calm down when I am feeling angry or upset	To understand that people have different opinions that should be respected.	To identify negative influences on my behaviour and suggest ways that I can resist these influences.	To explain when it is right to keep a secret, when it is not and who to talk to about this.	To recognise healthy and unhealthy relationships.	To reflect on my achievements this year at Sutton House

Appendix 5.6

RHSE Overview of Learning for Year 6

<p>Autumn Term 1</p> <p>Safe Relationships online and offline</p>	To understand what it means to be resilient	To know what constitutes a positive healthy friendship both online and offline	To recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face	To recognise the effect of online actions on others	To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary	To explore strategies to respond to hurtful behaviour experienced or witnessed, offline and online	BIG Questions session (Philosophy)
<p>Autumn Term 2</p> <p>Me and my Emotions</p>	To explore a varied range of adjectives to describe feelings	To discuss appropriate ways to express different emotions	To understand how feelings and emotions are affected and can be managed at changing, challenging or difficult times	To discuss about how to manage setbacks and perceived failures	To explain ways to look after yourself and maintain a healthy lifestyle	To identify some of the risks associated with an inactive lifestyle	To reflect on my achievements this term
<p>Spring Term 1</p> <p>Bullying & Discrimination</p>	To explain what the term anti-bullying means and why it is important	To explore strategies of how to respond to hurtful behaviour experienced online or offline	To identify morals when witnessing hurtful behaviour upon someone else	To know what discrimination means and how to challenge it	To discuss how friendships can change over time, about making new friends and the benefits of having different types of friends	To know that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely	To reflect upon why I am a good friend
<p>Spring Term 2</p> <p>Being Safe & Healthy</p>	To identify my aspirations and see if they have changed over time	To understand the risks of legal medicines	To understand the risks of smoking cigarettes, e-cigarettes/vaping in everyday life	To understand the risks of alcohol	To discuss the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use	To discuss how medicines when taken responsibly contribute towards health	To explore the mixed messages in the media around smoking and vaping
<p>Summer Term 1</p> <p>Life Support Productions Looking after yourself, Body changes, Sex Education</p>	To understand contraception, pregnancy and birth	To know how to find advice and help for puberty, contraception and pregnancy	To know about consent and the right to say no	To respect and be aware of different types of relationships	To have knowledge of and respect different attitudes and opinions about sex	To be aware of consent, including the age of consent and the right to say 'no'	Q&A
<p>Summer Term 2</p> <p>Transitioning from Primary to Secondary School</p>	To know that it's OK to have doubts and fears about the transition to secondary school and I can address these doubts and fears appropriately.	To know what I can do to prepare for the transition to secondary school.	To share my hopes and wishes for moving up to secondary school	To consider the positive ways in which starting secondary school is a new chapter in my life.	To discuss the idea of moving up to Year 7 from Year 6 and share information about myself for my new tutor so they can get to know me	To reflect on my achievements this year at Sutton House	

Appendix 5.7

RHSE Overview of Learning for Year 7

<p>Autumn Term 1 Transition to Secondary School and Personal Identity & E-Safety</p>	To understand what it means to be resilient	To build relationships within the group by sharing personal interests	To reflect on feelings about being somewhere new	To support transition through learning to establish and manage friendships	To further explore cyberbullying and its effect on individuals	To learn how to respond to and manage negative or inappropriate online relationships	BIG Questions session (Philosophy)
<p>Autumn Term 2 Me and my Emotions (Anger Management Course)</p>	To understand the emotion of anger	To understand the consequences of anger	To develop an awareness around the benefits of controlling anger	To recognise the signs of aggression	To identify ways to develop patience and tolerance	To understand how to handle confrontation	To explore ways to avoid stress and relaxing
<p>Spring Term 1 British Values & Relationships</p>	To be aware of our Government and recognise current Prime Minister	To consider when young people should be able to vote	To conduct a vote and share opinions around something I am passionate about	To be aware of different romantic relationships	To explore how media can portray romantic relationships	To explore what consent means	To reflect upon why I am a good friend
<p>Spring Term 2 Ways to keep safe and healthy & Money management</p>	To identify my aspirations and see if they have changed over time	To promote the benefits of healthy lifestyle choices including physical activity, a healthy diet and adequate sleep	To consider the impact of others (including media) on our lifestyle choices	To explore strategies to build resilience to negative online influences	To explain the concept of banking and bank accounts	To explain the concept of budgeting and money management	To recognise common financial mistakes and threats, and understand how to improve financial health
<p>Summer Term 1 Puberty</p>	To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth	To review my understanding around physical and emotional changes that occur during puberty	To develop an understanding of how emotional changes can affect our relationships with others	To reflect upon the changes which happen during puberty	To explore how girls body changes during puberty	To explore how boys bodies change during puberty	To learn how to cope during puberty
<p>Summer Term 2 Relationships</p>	To explore different types of families	To learn about the qualities and behaviours expected in healthy relationships	To understand our family relationships affect our well-being	To recognise the positive qualities I bring to relationships	To explore common causes of conflict between young people and parents	To learn how to manage conflict at home	To reflect on my achievements this year at Sutton House

Appendix 5.8

RHSE Overview of Learning for Year 8

Autumn 1 Health and Prevention	To understand safe and unsafe exposure to the sun	To learn how to reduce the risk of sun damage, including skin cancer	To discuss facts relating to allergies and how to prevent symptoms	To recognise early signs of physical illness	To compare the benefits and affects of high and poor quality sleep	To learn about the benefits of good dental hygiene	To explore the impact of poor dental hygiene on teeth
Autumn Term 2 Physical Health & Fitness	To explore the benefits of physical activity	To explore the benefits of mindfulness and relaxation	To discuss and link the positive associations between physical activity and mental well-being	To identify the characteristics of what constitutes a healthy lifestyle	To discuss the links between an inactive lifestyle and ill health including cancer and cardiovascular ill-health	To discuss the science relating to blood, organ and stem cell donation	To participate in a physical activity and reflect on how that can impact our mental well-being
Spring Term 1 Being Safe	To develop understanding of what harassment means	To be aware of the laws related to harassment	To develop understanding around coercion and domestic abuse	To be aware of the laws related to coercion and domestic abuse	To develop understanding around the concept of forced marriage	To be aware of the laws related to forced marriage	To share opinions on harassment, coercion, domestic abuse and forced marriage
Spring Term 2 Money management	To develop a long-term view of handling money	To learn about budgeting and use careful budgeting to achieve financial goals	To explore how to make financial choices, including recognition of how financial choices have consequences that affect themselves and others	To develop the ability to recognise the influence of advertising and peer influence on purchasing decisions	To learn about ethical and unethical business practices, and ethical consumerism	To learn about companies that have adopted the circular economy framework	To develop teamwork and enterprise skills through working together
Summer Term 1 Puberty/Sex Education	To recognise that we all have different bodies that change at different times	To explain and understand how to keep private parts of our body clean	To understand what menstruation is	To understand what a wet dream is	To illustrate what 'crushes' mean and the importance of being real and not going with strangers	To be aware of first dates and 'petting'	To understand consent and the right to say 'no'.
Summer Term 2 Relationships and Tolerance	To learn about prejudice and discrimination in the context of disability, ethnicity and sexual orientation	To learn about The Equalities Act and protected characteristics in in the context of disability, ethnicity and sexual orientation	To reflect on my responsibilities towards those who are being discriminated against	To understand the impact peer influence on tolerance and respect towards others.	To recognise the need to balance being tolerant of others with protecting my own rights and promoting the values I believe are important	To develop understanding around healthy and unhealthy relationships	To reflect on my achievements this year at Sutton House

Appendix 5.9

RHSE Overview of Learning for Year 9

Autumn Term 1 Online and Social Media	To explore and research different social media platforms	To discuss the impact of social media on individuals	To explore online risks through sharing content on social media	To begin to understand the impact of viewing harmful content online	To understand the impact and the laws of sharing indecent material online to the public	To discuss the similarities and differences between the online world and the physical world	To recognise the impact of unhealthy or obsessive attitudes towards social media or gaming
Autumn Term 2 Basic First Aid	To research the importance of first aid	To identify the key items in a first aid kit and discuss their functions	To discuss and develop understanding around basic treatment for common injuries	To practice using key items in a first aid kit	To learn about life saving skills including CPR	To discuss the purpose of defibrillators and when one might be needed	To discuss how to respond to various first aid scenarios
Spring Term 1 Being Safe	To develop understanding of what abuse means	To be aware of the laws related to abuse	To develop understanding around the concept of grooming	To be aware of the laws related to grooming	To develop understanding around the history and cultural impact of FGM	To be aware of the laws related to FGM	To share opinions on abuse, grooming and FGM
Spring Term 2 Drugs, Alcohol & Tobacco	To define, identify and classify different substances	To discuss facts about legal and illegal drugs	To explore how legal and illegal drugs can impact mental health	To discuss the physical and psychological consequences of alcohol consumption	To develop awareness of addiction of alcohol, tobacco or drugs	To research facts about the harms of smoking tobacco such as cancer	To discuss the benefits of quitting smoking and how to access support
Summer Term 1 Sex Education/Puberty	To describe and be able to identify the changes that occur to our bodies as we grow up and change from adults to children	To know about masturbation and the importance of privacy	To be aware of different types of relationships.	To describe physical, emotional and social changes that occur during puberty	To critically think about the impact of physical changes of puberty for boys and girls	To critically think about how puberty can impact decisions and behaviours.	Consolidation lesson on prior learning
Summer Term 2 Managing Relationships & Mental Well-Being	To develop awareness of appropriate and inappropriate social etiquette in public	To discuss ways to demonstrate respect for others	To learn about mental health and depression.	To explore the stigma surrounding mental health problems including the use of appropriate language.	To learn about self-harm and its causes, and consider how someone can respond.	To learn that anyone can be affected by mental health problems, and that most people can and do recover.	To reflect on my achievements this year at Sutton House

Appendix 5.10

NOCN in Personal Well-Being Overview of Learning for Year 10

Autumn Term 1 Unit 1- Beliefs & Values (Level 1 & 2)	(Level 1+2) To state and describe what is meant by "beliefs"	(Level 2) To describe what is meant by 'system of belief'	(Level 1+2) To understand and compare own beliefs to those of other people/groups	(Level 1+2) To understand what is meant by "values"		(Level 1+2) To understand how values and beliefs can influence attitudes, opinions and behaviour	
Autumn Term 2 Unit 2- Understanding Risk (Level 1 & 2)	(Level 1) To be able to recognise situations that pose risk to self and others	(Level 2) To describe situations which pose risk to self and others and involve risk where pressure could be used to influence others	(Level 1+2) To outline and describe the positive and negative aspects of risk	(Level 1) To identify factors to consider when taking a risk and state why it is important to assess and manage risk	(Level 1+2) To identify and compare possible strategies to manage risk and assess risk in a given situation	(Level 1+2) To identify and describe reasons for own risk-taking	(Level 1 + 2) To outline and describe feelings that risk-taking can give
Spring Term 1 Unit 3-Understanding Body Image (Level 1 & 2)	To research the impact of body image	(Level 1+2) To understand how body image is portrayed in the media	(Level 1+2) To outline and describe how body image can be influenced by different societies or cultures	(Level 1+2) To describe how the perception of beauty varies from culture to culture	(Level 1+2) To describe how the perception of beauty has changed through history	(Level 1) To identify influences on my own body image	(Level 2) To describe influences on my own body image
Spring Term 2 Unit 10- Recognising and dealing with Bullying Careers	(Level 1) To understand what is meant by 'bullying'	To research the impact bullying can have on others	(Level 1) To be able to recognise the effects of bullying	To explore different positions within bullying scenarios	(Level 1) To be able to recognise strategies for dealing with bullying	(Level 1) To know where to access help and support in relation to bullying	Consolidation lesson to complete Unit 10
Summer Term 1 Sex & Relationships (Level 1 & 2)	(Level 1+2) To define sexuality and sexual orientation and outline different sexual relationships	(Level 1+2) To outline and describe what is meant by a consensual sexual relationship	(Level 1+2) To outline and describe cultural differences regarding sexual relationships and marriage	(Level 1+2) To outline and describe risks associated with a sexual relationship	(Level 1+2) To identify and describe potentially high risk situations and how risks can be minimised or avoided	(Level 1+2) To identify and describe legal issues in relation to the age of consent, marriage, cohabitation and abuse	Consolidation lesson to complete Unit 6.1, 6.2 and 6.3
Summer Term 2 Sex & Relationships (Level 1 & 2)- continued	(Level 1+2) To identify and describe changes in the male body during sexual activity	(Level 1+2) To identify and describe changes in the female body during sexual activity	(Level 1+2) To understand methods of contraception and know where to source support	To research STIs and develop understanding of the importance of contraception	(Level 1 +2) To identify and describe the causes and effects of STIs including HIV and AIDS	(Level 1+2) To outline and describe how to maintain good sexual health	Consolidation lesson to complete any remaining work

Appendix 5.11 NOCN in Personal Well-Being Overview of Learning for Year 11

Autumn Term 1 Unit 4- Understanding Feelings and Emotions (Level 1 & 2)	(Level 1+2) To understand the terms 'emotion' and 'feeling'	(Level 1+2) To explain and describe how feelings and emotions might be expressed	(Level 2) To describe how the expression of feelings and emotions can be perceived by others	(Level 1) To explore positive emotional responses to given situations	(Level 1) To explore negative emotional responses to given situations	(Level 2) To compare positive and negative emotional responses to a given situation	(Level 1+2) To outline and describe a strategy to manage my own emotions and feelings
Autumn Term 2 Unit 5- Developing Confidence & Self-Esteem (Level 1 & 2)	(Level 1+2) To understand what is meant by the term 'confidence'	(Level 1+2) To state and describe the benefits of being confident	(Level 1+2) To outline and describe how confident behaviour and lacking confidence might influence others perceptions	(Level 1+2) To identify and describe factors that affect self-esteem	(Level 1+2) To identify and compare ways of building confidence and self-esteem	(Level 1+2) To outline and describe where an individual lacks confidence and how confidence building strategies could be applied	(Level 1+2) To state and assess the potential impact of using confidence building strategies in a given situation
Spring Term 1 Unit 7- Developing Assertiveness Unit 8- Healthy Lifestyles	(Level 1) To know what assertiveness is	(Level 1) To understand how to be assertive		(Level 1) To understand the importance of a balanced diet to a healthy lifestyle	(Level 1) To understand the importance of exercise to a healthy lifestyle	(Level 1) To understand the importance of emotional and mental well-being	(Level 1) To know how to improve my own lifestyle
Spring Term 2 Unit 9- Drugs and Substance Misuse (Level 1 & 2)	(Level 1+2) To research examples of legal and illegal drugs and other substances	(Level 1+2) To identify and explain why people may use substances legitimately	(Level 1+2) To explain why people may misuse substances	(Level 2) To outline the ethical arguments for and against the legalisation of a specific substance	(Level 1+2) To outline and describe the risks associated with drug and substance misuse	(Level 1+2) To explain the impact and long term effects of drug or substance use or misuse on daily life	(Level 1+2) To state and describe how to access help/support relating to substance misuse
Summer Term 1 Sex Education/Puberty (Sexual Health & Sexual Relationships)	To know about virginity and the importance of condoms.	To have knowledge of and respect different attitudes and opinions about different types of sex	To know about 'yes' and 'no' and the importance of respect and consent	To discuss the severity of sexting and revenge porn	To know of different types of contraceptives and their appropriateness in preventing STIs and conception	To know about conception, pregnancy and birth	To discuss what is involved in looking after a baby and the impact having a baby can have on a young person's life
Summer Term 2 Careers /Life Skills Post 16 Preparation	All Year 11 pupils will ensure they take this time to prepare themselves for their Post 16 pathway. <ul style="list-style-type: none"> - Finalise their personal statement - Research their ideal career and the skills entailed - Learn how to create a CV and cover letter - Potentially apply for summer jobs with support if suitable for the pupil 						

Appendix 6.1

KS1, KS2 & KS3 RHSE Expected Assessment Levels

Year Group	Baseline	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	RS+	1E	1E+	1D	1D+	1S	1S+
2	1S+	2E	2E+	2D	2D+	2S	2S+
3	2S+	3E	3E+	3D	3D+	3S	3S+
4	3S+	4E	4E+	4D	4D+	4S	4S+
5	4S+	5E	5E+	5D	5D+	5S	5S+
6	5S+	6E	6E+	6D	6D+	6S	6S+
7	6S+	7E	7E+	7D	7D+	7S	7S+
8	7S+	8E	8E+	8D	8D+	8S	8S+
9	8S+	9E	9E+	9D	9D+	9S	9S+

Appendix 6.2

KS4 NOCN Qualification in Personal Well-Being Assessment Levels (Level 1 & 2)

Level 1 Award (6 Credits- 1 from each group)

Levels L1PE (Began the first unit of the Level 1 Award)

L1PE+ (After completing a full unit)

L1PD (Started a second and on track to finish a second unit)

L1PD+ (Completed the second and started the third unit)

L1PS (Completed the 3rd and 4th unit)

L1PS+ (Completed 4 whole units and completed 5th unit to finalise the Level 1 Certificate Credits)

(Group A- Diversity)

Beliefs and values- 1 credit

(Group B- Healthy Living)

Sex and Relationships- 2 credits

(Group C- Personal Identities)

Developing Confidence and Self-Esteem- 1 credit

(Group D- Relationships)

Understanding Feelings and Emotions- 1 credit

(Group E- Risk)

Understanding Risk- 1 credit

Level 1 Certificate (13 Credits- 6 from L1 Award)

Levels L1ME (Began the first unit of the Level 1 Certificate)

L1ME+ (After completing a full unit and starting the second unit)

L1PD (Started a second and on track to finish a second unit, beginning to move on to the third unit)

L1PD+ (Started the third unit and moving onto the 4th unit of the Level 1 Certificate)

L1PS (Completed the 3rd and 4th unit)

L1PS+ (Completed 4 whole units and completed 5th unit to finalise the Level 1 Award Credits)

Developing Assertiveness- 1 credit Drugs and substance misuse – 1 credit Healthy Lifestyles- 2 credits Recognising and dealing with bullying- 2 credits

Understanding body image- 1 credit **6 credits (L1 Award) + 7 credits = 13 credits to achieve L1 Certificate**

Level 2 Certificate

Levels L2PE –Complete all Level 1 credits and completed 2 units Level 1 & 2 tasks

L2PE+ - Complete all Level 1 credits and completed 3 units Level 1 & 2 tasks

L2PD - Complete all Level 1 credits and completed 4 units Level 1 & 2 tasks

L2PD+ - Complete all Level 1 credits and completed 5 units Level 1 & 2 tasks

L2PS - Complete all Level 1 credits and completed 6 units Level 1 & 2 tasks

L2PS+ - Complete all Level 1 credits and completed 7 units Level 1 & 2 tasks

(Group A- Diversity)

Beliefs and values- 1 credit – **Complete Level 2 tasks**

(Group B- Healthy Living)

Sex and Relationships- 2 credits **Complete Level 2 tasks**

Drugs and substance misuse- 1 credit **Complete Level 2 tasks**

Understanding body image- 1 credit **Complete Level 2 tasks**

(Group C- Personal Identities)

Developing Confidence and Self-Esteem- 1 credit **Complete Level 2 tasks**

(Group D- Relationships)

Understanding Feelings and Emotions- 1 credit **Complete Level 2 tasks**

(Group E- Risk)

Understanding Risk- 1 credit **Complete Level 2 tasks**