Elysium
Children and
Education

RHODES WOOD HOSPTIAL SCHOOL

PERSONAL, SOCIAL, HEALTH AND ECONOMIC (PSHE) EDUCATION AND RELATIONSHIP AND SEX EDUCATION (RSE)

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Ratified by: **KATH MURPHY, CHAIR OF THE MANAGEMENT COMMITTEE**

Rhodes Wood Hospital School is committed to promoting equality in all its activities. We aim to provide an environment free from discrimination and unfair treatment.

1. Statement of Intent

Rhodes Wood Hospital School (RWHS) is an independent day school for young people aged 8 to 18. We are a very small school, with a capacity for up to 39 students. RWHS is committed to providing a secure, caring and challenging learning environment in which young people are encouraged to keep up with their home school studies whilst at the same time able to access opportunities for personal development.

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

At RWHS we promote the importance of Personal, Social, Health and Economic (PSHE) Education and Relationships and Sex Education (RSE) for our students to enable them to have the knowledge, skills and understanding they need to be equipped for the world they live in. We aim for our students to develop independence, resilience, and ambition in order for them to thrive and succeed in everyday life and enjoy healthy relationships. The school vision to equip our students with the skills and attributes to empower them to find their voice, realise their potential and form their future, is a key dimension of our PSHE programme. The delivery of PSHE/RSE fully embraces Elysium's values of kindness, integrity, teamwork, and excellence.

In defining this policy, it has been our aim to provide a balanced and broadly-based curriculum, which promotes the spiritual, moral, cultural, mental and physical development of students at RWHS whilst also preparing them for the opportunities, responsibilities and experiences they will encounter as they progress through adolescence and toward adulthood.

2. Overview

PSHE/RSE promotes students' personal, social and emotional development, as well as their health and wellbeing. It provides the knowledge, skills, and attributes that students need to lead healthy, safe, responsible, and fulfilled lives now and in the future. Students develop knowledge and understanding about all aspects of personal relationships, physical health and mental wellbeing, social issues, and financial decisions. These fundamental life skills help them to manage their feelings and to develop emotional intelligence.

The PSHE/RSE programme is an integral and important part of the education programme at RWHS.

- It aims to foster the personal, moral, spiritual, social, and cultural development of our students, as well as helping to enhance their ability to cope with life and its demands.
- It aims to inspire and encourage our students to become kinder, more confident, more thoughtful, and more responsible citizens in the communities in which they live and work.
- Our schemes of learning associated with PSHE are both proactive and reactive and are informed through Student Voice feedback at regular intervals throughout the year. This allows us to be emotionally intelligent in the way in which we constantly adapt our programme to the diverse needs of our student body across RWHS, depending on the individual needs and experiences of our current cohort.

3. Curriculum

A rigorous programme of study covering all new statutory content, plus additional content relevant for our students, has been developed to deliver a comprehensive exciting and stimulating learning experience for all students, see Appendix B and C.

Teaching has been planned to have the most meaningful impact by breaking down topics into manageable units, with a focus on the clear communication of difficult issues and with as many opportunities as possible for students to relate what they have learnt to real life situations. Where appropriate some topics are revisited in each key stage when students are ready to progress in their learning about issues in more detail due to age related content.

Lessons are taught within a safe environment where all students have the opportunity to ask questions in a non-threatening way. Staff use agreed class ground rules in every lesson to ensure that sensitive topics and difficult concepts are explored in a meaningful manner. Resources for teaching are sourced from a variety of reputable providers who specialise in the provision of suitable age-related information delivered in a sensitive manner. Particular emphasis is made of guidance provided by the national PSHE Association to ensure we are delivering suitable content. Teaching staff regularly access external training to ensure the content of the PSHE curriculum at RWHS is relevant, engaging and meeting all statutory requirements.

All students in Key Stage 2, 3 and 4 will have a weekly timetabled PSHE lesson. Students in Key Stage 5 are encouraged to put into practice the key skills and values they have learned in PSHE in previous key stages.

PSHE/RSE aims to help our students develop an increased understanding and knowledge of:

- Health & Wellbeing – This unit focuses on the students developing their understanding of their physical and mental wellbeing, including how to care for their changing bodies and make responsible, healthy choices regarding alcohol and drugs. It gives the students an understanding of the laws surrounding alcohol and drugs, tobacco and vaping, and gives guidance on how to recognise and deal with peer pressure. This unit also develops the students understanding of their emotional wellbeing and the things that impact it, how to manage stress and limit their time online.
- Living In The Wider World – This unit aims to equip students with the skills they will need to live healthy productive lives as older adolescents and adults in the world. This includes understanding different career pathways and developing money management skills. It aims to help students recognise online risks such as gambling hooks, scams, AI and online grooming.
- Relationships – This unit aims to build students understanding of what healthy and unhealthy relationships look like. It examines different types of families and relationships in the media and works to help students recognise toxic and illegal behaviours within relationships and build their understanding of consent. This unit is where RSE is taught in accordance with the statutory guidelines and at an age-appropriate level.

The context of our setting (a hospital school within a tier 4 eating disorder CAMHS unit) means that certain topics within the health strand of the PSHE curriculum are not facilitated in school due to the potentially detrimental impact they could have on students' wellbeing and overall recovery. These include, but are not limited to, body image, diet and healthy eating, self-harm, and exercise. Due to the nature of the students' illness, topics, such as those identified above, are discussed within individual therapy sessions. It would be inappropriate for us to encroach on the therapeutic relationships that have been built between students and ward staff and we will avoid topics which could interfere in any way with the students' recovery. This has been discussed and agreed with the hospital. During weekly ward round meetings, a representative from education attends and obtains feedback from all professionals which is then fed back to the entire education team.

4. Relationship and Sex Education (RSE)

4.1 Aims:

The aim of Relationship and Sex Education (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, civil partnership or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help students understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.
RSE is not about the promotion of any form of sexual orientation or sexual activity but to inform students about sexual issues and to keep them informed and safe as they move towards adulthood.

Relationship and Sex Education in this school has three main elements:

Attitudes and Values

- learning the importance of values, individual conscience and moral choices
- learning the value of family life, stable and loving relationships, and marriage
- learning about the nurture of children
- learning the value of respect, love and care
- exploring, considering and understanding moral dilemmas
- developing critical thinking as part of decision-making
- challenging myths, misconceptions and false assumptions about normal behaviour.

Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively
- developing self-respect and empathy for others
- learning to make choices with an absence of prejudice
- developing an appreciation of the consequences of choices made
- managing conflict
- empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

Knowledge and Understanding

- learning and understanding different stages of physical development
- understanding human sexuality, reproduction, sexual health, emotions and relationships
- learning about contraception and the range of local and national sexual health advice, contraception and support services
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay
- the avoidance of unplanned pregnancy.

4.2 Pupil outcomes:

Teaching of RSE at RWHS will enable students to:

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

4.3 Delivery of RSE

At RWHS, the core RSE teaching takes place in weekly timetabled Personal, Social, Health and Economic (PSHE) lessons which are compulsory for students in Key Stage 2, 3 and 4. However, some aspects of RSE may be delivered through other subject areas, such as Science or SMSC. In curriculum areas outside of PSHE, teaching will mainly contribute to students' understanding of the human body and how it is changing and developing. The PSHE Curriculum focuses more on the emotional aspect of developments and relationships, although physical aspects of puberty and reproduction may also be included

5. Statutory Guidance

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 made under sections 34 and 35 of the Children and Social Work Act 2017 make Relationships Education compulsory for all students receiving primary education and Relationships and Sex Education (RSE) compulsory for all students receiving secondary education.

This policy was developed in response to the following guidance:

- Statutory guidance on RSE and health education
- Keeping children safe in education: for schools and colleges
- Behaviour and discipline in schools: guidance for headteachers and staff
- Equality Act 2010: advice for schools
- Special educational needs and disability code of practice: 0 to 25 years
- Alternative provision
- Mental health and behaviour in schools
- Preventing and tackling bullying
- Cyber bullying: advice for headteachers and school staff
- Advice for parents and carers on cyber bullying
- Sexual violence and sexual harassment between children in schools and colleges
- Promoting fundamental British values as part of SMSC in schools
- National Citizen Service: guidance for schools and colleges

6. Links to other policies:

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

- Child Protection and Safeguarding Policy
- Preventing Bullying Policy
- Acceptable use of ICT Policy
- Equal Opportunities Policy
- SEND Policy

7. Roles and Responsibilities

The Management Committee will ensure that:

- RWHS is supported in the implementation of this policy and will monitor, evaluate and review this during termly Management Committee meetings
- This policy is reviewed at least once a year to ensure that it continues to meet the needs of the students and is compliant with government guidelines.

The Headteacher and Deputy Headteacher will ensure that:

- All staff are informed of the policy and the responsibilities included within the PSHE and RSE policy
- All teachers explore how new pedagogies and technology can be fully utilised to support subjects
- The subjects are staffed and timetabled in a way to ensure RWHS is able to fulfil their legal obligations
- The teaching of RSE is monitored to ensure that it is delivered in ways that are accessible to all students with SEND
- Clear information is provided to parents/carers on the subject content via the school website, so that parents may exercise the right to request that their child is withdrawn from these lessons

The subject lead will ensure that:

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

9. Students with special educational needs and disabilities (SEND)

Relationships Education, RSE and Health Education will be accessible for all students. High quality teaching is differentiated and personalised, this is the starting point to ensure accessibility for all students. Rhodes Wood Hospital School will also be mindful of the preparing for adulthood outcomes as set out in the SEND code of practice, when preparing these subjects for students with SEND. RWHS is aware that some students are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education can also be a priority for some students, for example some with Social, Emotional and Mental Health Needs or learning disabilities. For some students there may be a need to tailor content and teaching to meeting the specific needs of children at different development stages.

10. Equality

Our PSHE programme has been devised with a view to ensuring we meet the requirements of the Equality Act 2010 so that there is no discrimination against students because of their protected characteristics (which could cover their sex, race, disability, religion, gender reassignment, pregnancy/maternity, marriage/civil partnership or sexual orientation). Equality is a key underpinning principle of PSHE teaching and reasonable adjustments are made to alleviate disadvantage when planning the delivery of related subject material. Every effort is made to use gender-neutral case study examples. There is also no stigmatisation of students based on their home circumstances and areas of learning reflect sensitively that some students may have a different structure of support around them. Positive action is also taken to support students dealing with a particular disadvantage due to a protected characteristic by, for example, adapting the teaching programme for the pupil body to address relevant issues. We aim to foster healthy and respectful peer-to-peer communication and behaviour through the delivery of PSHE teaching and a whole school approach where we do not accept prejudiced behaviour and any occurrences are identified and tackled.

11. Right to be excused from sex education

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, the Headteacher will discuss the request with the parent and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Following the discussions, except in exceptional circumstances, RWHS will respect the parents' request to withdraw their child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, RWHS will make arrangements to provide the child with sex education during one of those terms. The Headteacher will ensure that where a pupil is excused from sex education, the pupil will receive appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from the national curriculum.

11. Working with external agencies

RWHS is aware that working with external partners can enhance the delivery of RSE and at times may bring in specialist knowledge and implement different ways of engaging with young people. Where RWHS use external agencies, they will check the credentials of the visiting organisation and any visitors linked to the agency. RWHS will also ensure that the teaching delivered by the visitor fits with the planned programme and the published policy. RWHS will work with external agencies to ensure that the content delivered is age-appropriate and accessible for all students. Any materials that are used as part of the delivery must be approved by RWHS in advance of the session. RWHS will ensure that the visitor is aware of aspects of confidentiality and understands how safeguarding reports should be dealt with in line with the school's Child Protection and Safeguarding Policy. Visitors will be supervised at all times whilst in the school.

12. Safeguarding

RWHS recognises that at the heart of RSE, the focus is on keeping children safe, and acknowledges the significant role RSE has as a form of preventative education. RWHS will provide students with a safe and open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Students will be made aware of the processes to enable them to raise their concerns or make a report and how any report will be handled. This will also include processes when they have a concern about a peer or friend. In line with the document Keeping Children Safe in Education (KCSIE), all staff are aware of what to do if a child tells them that they are being abused or neglected. Staff are also aware of need to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those that need to be involved, such as the Designated Safeguarding Lead and children's social care. A member of staff will never promise a child that they will not tell anyone about a report of abuse, as this is not in the best interests of the child. The involvement of the Designated Safeguarding Lead (or Deputy Designated Safeguarding Lead) will ensure that trusted, high quality local resources are engaged, links to the police and other agencies are utilised and the knowledge of the any particular local issues it may be appropriate to address in lessons.

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Appendix A – Curriculum Overview

	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Key Stage 2	**Healthy Lifestyle & Habits** Allergies, illness, vaccinations and medicines and living a healthy lifestyle. Healthy habits (sleep, dental care, sun safety). Habits and addiction – caffeine, alcohol and vaping.	**Making & Spending Money** Value for money, gambling and advertising. Careers, aspirations and stereotypes.	**Positive Friendships** Respect, hurtful behaviour, managing conflict. Honesty, trust and secrets. Communicating safely and respectfully online.	**Growing Up** Changing emotions, understanding emotions, mental health. Personal hygiene, changes to the body during puberty. Hormones and emotions.	**Families** Loving, stable, diverse families. Caring for babies. Stranger danger. Attraction and crushes.	**The Digital World** Digital footprints, fake images, fake news. Social media, online privacy, diversity and celebrating differences. Racism and prejudice.
Key Stage 3	**Drugs and alcohol** Alcohol and drug misuse and pressures relating to drug use	**Developing skills and aspirations** Careers, teamwork and enterprise skills, and raising aspirations. Online safety, digital literacy, media reliability, and gambling hooks	**Diversity** Diversity, prejudice, and bullying Valuing difference What makes you different? Children's Mental Health Week Different families	**Health and puberty** Healthy routines, influences on health, puberty and pregnancy	**Building relationships** Self-worth, romance and friendships (including online) and relationship boundaries including consent Dangerous, positive and abusive relationships Consent, coercion and manipulation Healthy relationships	**Financial decision making** Saving, borrowing, budgeting and making financial choices Employability and online presence
Key Stage 4	**Drugs and alcohol and Mental health** **Drugs and alcohol** Alcohol and drug misuse and pressures relating to drug use Self-efficacy, stress management, and future opportunities	**Financial decision making** Online safety, digital literacy, media reliability, and gambling hooks The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	**Healthy relationships** Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography Film and TV classification and the role it plays in our lives	**Health and wellbeing** **Exploring influence** The influence and impact of drugs, gangs, role models and the media Responsible health choices, and safety in independent contexts	**Families** Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	**Work experience** Saving, borrowing, budgeting and making financial choices Preparation for and evaluation of work experience and readiness for work

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Appendix B: Relationship Education Content (Primary)

Families and people who care for me	Pupils should know • 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 for them. • 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 marriage/civil partnership 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	Pupils should know: • 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, 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, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships	Pupils should know: • 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. • 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. • 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	Pupils should know: • 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	Pupils should know: • 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 who they do not know. • how to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse. • where to get advice from e.g. family, school and/or other sources.

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Appendix C: Relationship and Sex Education (Secondary)

By the end of secondary schools should have covered the following content:

Families	Pupils should know • that there are different types of committed, stable relationships. • how these relationships might contribute to human happiness and their importance for bringing up children. • what marriage is, including their legal status 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	Pupils should know • the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. • that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. • what constitutes sexual harassment and sexual violence and why these are always unacceptable. • the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.
Online and media	Pupils should know • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. • not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • what to do and where to get support to report material or manage issues online. • the impact of viewing harmful content.

	• that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. • how information and data is generated, collected, shared and used online.
Being safe	Pupils should know • the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. • how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).
Intimate and sexual relationships, including sexual health	Pupils should know • how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. • that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, 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.

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Appendix D: Physical Health and Mental Wellbeing (Secondary)

By the end of secondary schools should have covered the following content:

Mental wellbeing	Pupils should know • 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	Pupils should know • the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online. • how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.
Physical health and fitness	Pupils should know • 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	Pupils should know • how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
Drugs, alcohol and tobacco	Pupils should know • 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	Pupils should know • 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. • 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	Pupils should know • basic treatment for common injuries. • life-saving skills, including how to administer CPR. • the purpose of defibrillators and when one might be needed.
Changing adolescent body	Pupils should know • 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

Appendix E: Parent form: withdrawal from sex education within PSHE & RSE

TO BE COMPLETED BY PARENTS			
Name of child		Year Group	
Name of parent		Date	
Reasons for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	