



Tudor Grange Academies Trust

Relationships, Sex and Health Education Policy

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1 Aims

- 1.1 Tudor Grange Academies Trust is committed to delivering high-quality, age-appropriate Relationships, Sex and Health Education (RSHE) that promotes the wellbeing, safety and personal development of all pupils.
- 1.2 RSHE is taught factually within a safe, inclusive learning environment in which sensitive discussions can take place.
- 1.3 This policy applies to all schools in the Trust and all pupils. It sets expectations for curriculum content, pedagogy, parental engagement, staff training, monitoring and use of external resources.
- 1.4 Our RSHE curriculum aims to:
 - equip pupils with the knowledge, skills and values to form healthy, respectful relationships.
 - promote emotional, physical and mental wellbeing.
 - prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
 - create a positive culture around issues of sexuality and relationships, and teach pupils the correct vocabulary to describe themselves and their bodies
 - address safeguarding risks, including online harms, misogyny and sexual violence.

- foster respect for diversity, including different families, identities and beliefs.
- help pupils develop self-respect, confidence and empathy, and cultivate positive characteristics such as kindness and integrity.
- support pupils in understanding the law and their rights.

2 Statutory framework

- 2.1 In our primary academies, we must provide relationships education to all pupils, as per section 34 of the [Children and Social Work Act 2017](#). This legislation also requires us to provide RSHE to all pupils at our secondary academies.
- 2.2 We are expected to offer all pupils a curriculum that is similar to the National Curriculum, including requirements to teach science. This includes the elements of sex education contained in the science curriculum at primary level.
- 2.3 In teaching RSHE, we are required to have regard to the [DfE statutory guidance for RSHE](#).
- 2.4 We also have regard to legal duties set out in sections 403-407 of the [Education Act 1996](#), part 6, chapter 1 of the [Equality Act 2010](#) and the [Public Sector Equality Duty](#), which requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.
- 2.5 This policy aligns with our safeguarding duties, as set out in [Keeping Children Safe in Education](#).
- 2.6 In line with statutory guidance, this policy has been developed in consultation with parents/carers, as well as staff and pupils.

3 Responsibilities and expectations

- 3.1 Different aspects of RSHE provision are supported by Trust Leads, Principals, localised school Subject Leads, teachers, support staff, specialist services and health professionals.
- 3.2 Trustees are responsible for:
 - approval of this policy.
 - monitoring the work of the Trust Leads and supporting and challenging on matters relating to RSHE provision in accordance with this policy.
 - Having regard to the guidance issued by the secretary of state and doing its best to ensure that RSHE provision is in place in accordance with the Education Act 1996.
- 3.3 Trust Leads are responsible for:
 - supporting with the development of the curriculum design where appropriate.
 - auditing the provision of RSHE education within the Trust to ensure schools are compliant.
 - providing support and guidance for RSHE Leads in schools implementing the agreed outcomes of their audits and measuring the impact of localised recommendations.
- 3.4 The Local Governing Body is responsible for:
 - supporting the school with required actions from the CEO and Executive Team reports to the EPC.
 - gathering pupil voice to contribute to the monitoring of priorities for RSHE provision.
 - tracking themes in parental complaints in relation to RSHE.
 - reporting any serious or persistent concerns to the Board of Trustees.

3.5 Principals are responsible for:

- ensuring that RSHE is resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- ensuring RSHE is taught consistently across the school, is effectively led and well planned, and that the quality of provision is subject to regular and effective evaluation.
- managing requests to withdraw pupils from sex education components of RSHE
- ensuring staff wellbeing is considered. It is recognised that there are sensitive topics which may be difficult to teach depending on the life experiences of the person delivering the curriculum. Principals should be sensitive to individual needs by offering relevant support.

3.6 School Subject Leads are responsible for:

- ensuring their school is curriculum compliant by following the statutory guidance. This includes monitoring the age-appropriateness and accessibility of RSHE lessons, auditing RSHE to assess the impact of provision on pupils, and making relevant changes to ensure the content delivered is relevant and timely.
- supporting staff with training activities. This could include support with ensuring pupils can make progress in achieving the expected educational outcomes, and ensuring teaching is delivered in ways accessible to all pupils, including those with special educational needs and disabilities (SEND).

3.7 Teaching practitioners are responsible for:

- delivering the agreed RSHE curriculum in a professional, sensitive and positive manner, remaining balanced and not dependent on any personal views. This includes establishing a safe learning environment in which all pupils feel comfortable and ensuring learning is accessible for all.
- considering their own needs by forward planning and identifying topics which may be sensitive to teach due to personal life experiences, and asking to be supported accordingly.
- modelling the positive attributes drawn on in RSHE.
- monitoring the progress of pupils they teach for RSHE (see section 7 for further detail).
- responding appropriately to parents/carers who wish their child to be withdrawn from sex education components of RSHE.
- raising any safeguarding concerns in accordance with the Trust safeguarding policy.

3.8 Pupils are expected to:

- fully engage in RSHE lessons and display the British Values of mutual respect and tolerance when discussing lesson content.

3.9 Parents/carers are able to:

- Participate in consultation about this policy
- Access RSHE materials on request

4 Right to withdraw

4.1 Parents/carers may request withdrawal from some or all of sex education delivered as part of RSHE. They may not request withdrawal from relationships or health education, or from any other part of the national curriculum.

- 4.2 Requests for withdrawal should be made in writing, using the form in Appendix D, and addressed to the Principal.
- 4.3 The Principal will consider such requests, discuss content and benefits with parents/carers, and respect the pupil's right to opt into sex education three terms before their 16th birthday.
- 4.4 All withdrawal requests and decisions will be formally recorded in the pupil's educational record.
- 4.5 In exceptional circumstances the Principal can refuse a request, for example where there is a safeguarding concern or because of a pupil's specific vulnerability.
- 4.6 Where withdrawal is agreed, pupils will access relationships and health education during RSHE sessions, without sex education content.

5 Curriculum

- 5.1 The RSHE curriculum is set out in Appendix A, but we may need to adapt it as and when necessary. The DfE guidance does not set strict age limits for topics; we will use professional judgement to determine appropriate timing, responding to local needs and safeguarding issues. Appendices B and C outlines the expectations for what pupils should know by the end of primary and secondary school.
- 5.2 We have developed the curriculum in consultation with parents/carers, staff and pupils and have taken into account the age, developmental stage, needs and feeling of our pupils.
- 5.3 RSHE is about the emotional, social and cultural development of pupils, and involves a combination of sharing information and exploring issues and values. It is not about the promotion of sexual activity.
- 5.4 Primary RSHE covers helping children understand different families (including same-sex parents), friendships, respect, privacy, boundaries and being safe online and offline.
- 5.5 Secondary RSHE covers intimate and sexual relationships, sexual health (including contraceptives and STIs), consent and respect, and safeguarding from harm, including digital risks and sexual harassment/violence. It is important for secondary pupils to know what the law says about certain topics covered in RSHE, particularly in relation to the law and young people, to help them identify what is right and wrong.
- 5.6 All schools will cover physical health, personal safety, puberty, menstrual health and mental wellbeing. Puberty is taught factually, using anatomically correct terminology for body parts to support safeguarding.
- 5.7 We will ensure that pupils understand the importance of equality and respect, and learn about the law relating to protected characteristics as set out in the Equality Act 2010 by the end of their secondary education.
- 5.8 RSHE is complemented by other national curriculum subjects, such as science, RE, computing, citizenship and PE. Where appropriate, we will look for opportunities to make links between the subjects.
- 5.9 We will share RSHE curriculum materials and resources with parents/carers on request.

6 Delivery of RSHE

- 6.1 RSHE is taught using resources consistent with statutory guidance that are accurate and age-appropriate. Lessons are inclusive, trauma-informed and sensitive to pupils' needs and home circumstances, and will be delivered in a safe and respectful environment.

- 6.2 We will not use 'shock tactics' and will instead use safe, supportive methods.
- 6.3 Staff receive training on inclusive pedagogy, managing sensitive questions, safeguarding protocols and updated content areas.
- 6.4 Core knowledge is sectioned into units of manageable size, and the content communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work. Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be confidently used in real-life situations.
- 6.5 We will use appropriate materials to assist learning, such as diagrams, videos, books, games, discussions and practical activities. We will ensure that all teaching and materials are appropriate for the ages and needs of the pupils, including any additional needs. Where any materials from an external organisation are used, we will ensure these are accurate, appropriate and unbiased, and in line with our legal duties around political impartiality.
- 6.6 Staff will ensure that all pupils' views are listened to and encourage them to ask questions and engage in discussion. Questions will be answered sensitively, honestly and appropriately for the age of the pupils. If pupils ask questions outside the scope of this policy, staff will respond in an appropriate manner so that pupils are fully informed and don't need to seek answers online.
- 6.7 We may signpost pupils to additional support where appropriate.
- 6.8 Schools may invite specialist organisations or speakers to support delivery or complement RSHE topics. We will undertake due diligence to ensure that any external visitors' approach to RSHE and any resources they use are balanced and appropriate. These sessions will align to statutory guidance and materials will be available to parents/carers on request.
- 6.9 RSHE is a key part of our safeguarding strategy, and staff will follow the Trust safeguarding policy for any disclosures.

7 Monitoring and evaluation

- 7.1 The RSHE curriculum is not assessed or measured in the same way as other subjects. Schools will make localised decisions about how this is monitored.
- 7.2 At TGPAHH, RSHE will be assessed through a range of methods, including discussions, targeted questioning and observations of pupils' participation and engagement. When appropriate, written tasks may also be used to demonstrate children's understanding and application of key concepts.
- 7.3 Each school will monitor RSHE delivery through lesson observation, pupil voice, staff feedback and curriculum review.

Curriculum map can be accessed on our website: [PSHE & RSHE – Tudor Grange Primary Academy Hockley Heath](#)

Appendix B – Relationships and Sex Education expectations

By the end of primary school, pupils should know:

TOPIC	PUPILS SHOULD KNOW
Families and people who care for me	• That families are important for children growing up because they can give love, security and stability • The characteristics of healthy and happy family life, such as: 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 other children's families, either in school or in the wider world, sometimes look different from their own, but that they should respect those differences and know that other families are also characterised by love and care • That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up • That marriage and civil partnerships represent a formal and legally recognised commitment of 2 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	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships that lead to happiness and security, including: mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties • That healthy, caring and kind friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships • That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened • About managing conflict with kindness and respect, and that violence is never right • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful, kind relationships	• The importance of respecting others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people, and why this can be complicated • The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults • How to communicate effectively: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration • That they can expect to be treated with respect and the importance of respecting others, including those who are different (for example: physically, in character, personality or background), or make different choices, or have different preferences or beliefs • The practical steps they can take in a range of different contexts to improve or support their relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like self-esteem and building a sense of their own identity • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs • 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 • How to seek help when needed, including when they are concerned about violence, harm or when they are unsure who to trust • What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype

TOPIC	PUPILS SHOULD KNOW
Online safety and awareness	• That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child • 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 including how to recognise risks, harmful content and contact, and how to report them • That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults • That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online • 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, including where pictures or words might be circulated • Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online

TOPIC	PUPILS SHOULD KNOW
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). This can include learning about boundaries in play and in negotiations about space, toys, books, resources for example • 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) including those they do/don't know • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust • How to report concerns or abuse, about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult, and the vocabulary and confidence needed to do so • Where to get advice, for example from their family, school and/or other sources

By the end of secondary school, in addition to developing knowledge of topics specified for primary school above, pupils should know:

TOPIC	PUPILS SHOULD KNOW
Families	• That there are different types of committed, stable relationships • How these relationships might contribute to human wellbeing and their importance for bringing up children • Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony • That ‘common-law marriage’ is a myth, and cohabitants do not obtain marriage-like status or rights from living together or by having children • That forced marriage and marrying before the age of 18 are illegal • How families and relationships change over time, including through birth, death, separation and new relationships. • The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child’s life for brain development. • How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust

Respectful relationships, including friendships	• About the characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships • How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal • The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others • What tolerance requires, including the importance of tolerance of other people's beliefs • The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict • The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help • Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration • The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care and attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically okay • How stereotypes, in particular stereotypes based on sex, gender, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice • How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others • How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others • How some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called 'involuntary celibates' (incels) or online influencers
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TOPIC	PUPILS SHOULD KNOW
Online safety and awareness	• 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 they provide to another has the potential to be shared and circulated online and the difficulty of removing potentially compromising material placed online. They should also understand the difference between public and private online spaces and related safety issues • Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images • About the characteristics of social media, including that some social media accounts are fake, and/or may post things which aren't real or have been created with AI. They should also know that social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online • That keeping or forwarding indecent or sexual images of someone under 18 is a crime (even if the photo is of themselves, or of someone who has consented, and even if the photo was created by that child and/or using AI). That there are potentially serious consequences of acquiring or generating these images. That sharing indecent images of people over 18 without their consent is also a crime • How to seek support. They should also understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared • What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online • About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them • That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons • Where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamourise behaviours which are unhealthy and wrong • That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice • How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns

TOPIC	PUPILS SHOULD KNOW
	• That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. That this can affect people who see pornographic content accidentally, as well as those who see it deliberately. That pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it • How information and data is generated, collected, shared and used online • That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (for example, to enable targeted advertising) • That criminals can operate online scams, such as using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion • That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. That it is important to be able to critically think about new types of technology as they appear online and how they might pose a risk
Being safe	• How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent • That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others • How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others if needed • How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. About ways of seeking help when needed and how to report harmful behaviour. That there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. About the importance of trusting their instincts when something doesn't feel right, and they should understand that in some situations a person might appear trustworthy but have harmful intentions • What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it

TOPIC	PUPILS SHOULD KNOW
	• That sexual harassment includes unsolicited sexual language, attention or touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting • About concepts and laws relating to: ○ Sexual violence, including rape and sexual assault ○ Harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language ○ Domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour ○ Harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation ○ Forced marriage ○ Female genital mutilation (FGM), virginity testing and hymenoplasty • That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed • That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury • That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death • That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful • How to seek support for their own worrying or abusive behaviour, or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse and where to seek medical attention when required, for example after an assault
Intimate and sexual relationships, including sexual health	• That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive • The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex • About sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, such as the law, faith and family values. That kindness and care for others require more than just consent

TOPIC	PUPILS SHOULD KNOW
	• 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 • That some sexual behaviours can be harmful • The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making • That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and 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) • About the use and availability of the HIV prevention drugs pre-exposure prophylaxis (PrEP) and post exposure prophylaxis (PEP), and how and where to access them. The importance of, and facts about, regular testing and the role of stigma • About the prevalence of STIs, the short and long-term impact they can have on those who contract them, and key facts about treatment • How the use of alcohol and drugs can lead people to take risks in their sexual behaviour • How and where to seek support for concerns around sexual relationships including sexual violence or harms • How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment

Appendix C – Health Education expectations

By the end of primary school, pupils should know:

TOPIC	PUPILS SHOULD KNOW
General wellbeing	• The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. • The importance of promoting general wellbeing and physical health. • The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. • How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • That isolation and loneliness can affect children, and the benefits of seeking support. • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. • That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. • Where and how to seek support (including recognising the triggers for seeking support), including who 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). • That it is common to experience mental health problems, and early support can help.

TOPIC	PUPILS SHOULD KNOW
Wellbeing online	• That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. • How online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. Pupils should be supported to discuss these. • The benefits of limiting 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 impact of their online behaviour on others, and how to recognise and display respectful behaviour online. • Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. • The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. • How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. • That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. • How to understand the information they find online, including from search engines, and know how information is selected and targeted. • That they have rights in relation to sharing personal data, privacy and consent. • Where and how to report concerns and get support with issues online.
Physical health and fitness	• The characteristics and mental and physical benefits of an active lifestyle. • The importance of building regular physical activity 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, moderate and/or vigorous physical activity. • 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.

TOPIC	PUPILS SHOULD KNOW
Healthy eating	• What constitutes a healthy diet (including understanding calories and other nutritional content). • The importance of a healthy relationship with food. • 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, tobacco and vaping	• The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.
Health protection and prevention	• 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 health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. • About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and 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 scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.
Personal safety	• About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. • How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.
Basic first aid	• How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. • Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

TOPIC	PUPILS SHOULD KNOW
Developing bodies	• About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. • The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. • The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

By the end of secondary school, in addition to developing knowledge of topics specified for primary school above, pupils should know:

TOPIC	PUPILS SHOULD KNOW
General wellbeing	• How to talk about their emotions accurately and sensitively, using appropriate vocabulary. • The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness. • That happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed. • That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal. • Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully-presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions. • How to critically evaluate which activities will contribute to their overall wellbeing. • How to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it's possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it. • That gambling can lead to serious mental health harms, including anxiety, depression, and suicide, and that some gambling products are more likely to cause these harms than others. • That the co-occurrence of alcohol/drug use and poor mental health is common and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug use can trigger mental health problems or exacerbate existing ones. That stopping smoking can improve people's mental health and decrease anxiety.

TOPIC	PUPILS SHOULD KNOW
Wellbeing online	• About the benefits of limiting 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. • 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; the impact that an over-reliance on online relationships, including relationships formed through social media, can have. • 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. • The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt. • How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories. • The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online. • The serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it.
Physical health and fitness	• The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health. • Factual information about the prevalence and characteristics of more serious health conditions. • That physical activity can promote wellbeing and combat stress. • The science relating to blood, organ and stem cell donation.
Healthy eating	• How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease. • The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease. • The impacts of alcohol on diet and unhealthy weight gain.

TOPIC	PUPILS SHOULD KNOW
Drugs, alcohol, tobacco and vaping	• The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health. • The law relating to the supply and possession of illegal substances. • The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol. • The physical and psychological consequences of problem-use of alcohol, including alcohol dependency. • The dangers of the misuse of prescribed and over-the-counter medicines. • The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so. • The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.

TOPIC	PUPILS SHOULD KNOW
Health protection and prevention	• Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics. • Dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing consumption of sugar-containing food and drinks, and regular check-ups at the dentist. • How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals. • The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening. • The facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils. • The importance of sufficient good-quality sleep for good health, the importance of screen-free time before bed and removing phones from the bedroom, and how a lack of sleep can affect weight, mood and ability to learn. • The importance of healthy behaviours before and during pregnancy, including the importance of pre-conception health, including taking folic acid. The importance of pelvic floor health. Information on miscarriage and pregnancy loss, and how to access care and support. • How to navigate their local healthcare system: what a GP is; when to use A&E / minor injuries; accessing sexual health and family planning clinics; the role of local pharmacies; and how to seek help via local third sector partners which may have specialist services. • The concept of Gillick competence. That the legal age of medical consent is 16. That before this, a child's parents will have responsibility for consenting to medical treatment on their behalf unless they are Gillick competent to take this decision for themselves. Pupils should understand the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment.

TOPIC	PUPILS SHOULD KNOW
Personal safety	• How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways – including level crossings - and water (including the water safety code), and in unfamiliar social or work settings (for example the first time a young person goes on holiday without their parents). • How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media. • How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure. • Which trusted adults they can talk to if pupils are worried about violence and/or knife crime. • The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an educational tool. Children should be taught that carrying weapons is uncommon, and should not be scared into the perception that many young people are carrying knives (which can lead to the misconception that they need to carry a knife too). • The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern.
Basic first aid	• Basic treatment for common injuries and ailments. • Life-saving skills, including how to administer CPR. (CPR is usually best taught after 12 years old). • The purpose of defibrillators, when one might be needed and who can use them.
Developing bodies	• The main changes which take place in males and females, and the implications for emotional and physical health. • The facts about puberty, the changing adolescent body, including brain development. • About menstrual and gynaecological health, including: what is an average period; period problems such as premenstrual syndrome; heavy menstrual bleeding; endometriosis; and polycystic ovary syndrome (PCOS). When to seek help from healthcare professionals. • The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.

TGAT Sex Education Withdrawal Form

Parents/carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSHE. Parents/carers do not have the right to withdraw their child from relationships and health education, or from content taught as part of the science curriculum, including topics related to puberty or sexual reproduction.

For primary schools, the Principal will automatically grant this request.

For secondary schools, the Principal can refuse a request in exceptional circumstances.

From three terms before the pupil turns 16, a pupil can choose to opt back into sex education, even if parents/carers has requested withdrawal.

If you wish to discuss withdrawing your child from any element of sex education, please complete this form and return it to the main school office.

TO BE COMPLETED BY PARENTS/CARERS	
Pupil name:	Class/Tutor group:
Parent/carer name:	Date:
Specific sex education content to be withdrawn from:	
Reason for withdrawal:	
Parent/carer signature:	

TO BE COMPLETED BY SCHOOL FOLLOWING MEETING		
Date of meeting:	Present at meeting:	
Notes of discussion with parents/carers:		
Pupil to be withdrawn from some or all sex education?	YES	NO
If yes, elements being withdrawn from:		
If yes, details of additional relationships and health education to be accessed instead:		