

RELATIONSHIP, SEX AND HEALTH EDUCATION POLICY

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Policy Control/Monitoring

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Associated Policies: (insert hyperlinks)	Equality and Diversity Policy Child Protection Policy SEND Policy
Associated National Guidance	
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Version Control Tracker

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1. Introduction

At Percy Hedley, School pupils are given the knowledge that will enable them to make informed decisions about their wellbeing, health, and relationships and to build their self-efficacy. Pupils are supported to put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges, and complex contexts. Everyone faces difficult situations in their lives. These subjects can support pupils to develop resilience, to know how and when to ask for help, and to know where to access support.

Relationship, Sex and Health Education is lifelong learning about ourselves, including different families, respectful relationships including friendships, keeping safe including consent, online and media and intimate and sexual relationships including sexual health. It takes place in many contexts: at home, at school and in the community. RSHE is an entitlement for all young people.

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 pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

2. Purpose

To enable pupils to grow into responsible young adults, accepting themselves and their responsibilities with confidence and positive self-worth and protecting themselves from the possible consequence of ignorance.

3. Aims

- To ensure pupils have access to high-quality, appropriate relationships and sex education will enable them to maximise their potential in adult life.
- Maximise independence by promoting the importance of personal choice from the basis of any sex and relationships education scheme of work and that all knowledge is given in this context.
- To develop pupils' self-worth by building their gender identity and sexuality knowledge.
- To ensure that pupils can clearly express their feelings and ideas, which others can understand.

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- To create an atmosphere in the school where pupils feel secure and comfortable asking any questions and concerns in a frank and open way.
- Empower families by raising awareness of their rights and communicating what their child is being taught.

4. Policy

As members of the PSHE Association, Percy Hedley School has access to the latest guidance and resources to support the teaching of PSHE and RSHE. We follow the PSHE Association Programme of Study for PSHE education is fully aligned with the Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education from the Department for Education (DfE). A Planning Framework that is specifically adapted for pupils with SEND accompanies the latest version of the programme of study.

The Planning Framework allows for children to access the RSHE curriculum at an appropriate developmental stage; learning outcomes have the flexibility to be individually adapted and for progress specific to the child to be evidenced. The Planning Framework has been adapted to be accessible and appropriate to be used across all ability levels. Following the PSHE Association Planning Framework for Pupils with SEND the teaching of RSHE is organised into six sections:

1. **Self-Awareness:** Me, who I am, my likes, dislikes, strengths, and interests.
2. **Self-care, Support and Safety:** Looking after myself and keeping safe; aspects of Relationships and Sex Education.
3. **Managing Feelings:** Understanding feelings, and that how I feel and how others feel affects choices and behaviour; aspects of Relationships and Sex Education
4. **Changing and Growing:** How I and others are changing; new opportunities and responsibilities; aspects of Relationships and Sex Education
5. **Healthy Lifestyles:** Being and keeping healthy, physically, and mentally
6. **The World I Live In:** Living confidently in the wider world

Each of the six sections is subdivided into topic areas, as set out below. Please note that there is overlap between the topic areas and sections; for example, mental health and online safety are explicitly covered in some topics but are also integrated throughout all six sections where appropriate.

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Section	Key stage 1 & 2 Topic area	Key stage 3 & 4 Topic area
Self-Awareness	SA1. Things we are good at SA2. Kind and unkind behaviours SA3. Playing and working together SA4. People who are special to us SA5. Getting on with others	SA1. Personal strengths SA2. Skills for learning SA3. Prejudice and discrimination SA4. Managing pressure
Self-Care, Support and Safety	SSS1. Taking care of ourselves SSS2. Keeping safe SSS3. Trust SSS4. Keeping safe online SSS5. Public and Private	SSS1. Feeling unwell SSS2. Feeling frightened/worried SSS3. Accidents and risk SSS4. Keeping safe online SSS5. Emergency situations SSS6. Public and private SSS7. Gambling
Managing Feelings	MF1. Identifying and expressing feeling MF2. Managing strong feelings	MF1. Self-esteem and unkind comments MF2. Strong feelings MF3. Romantic feelings and sexual attraction MF4. Expectations of relationships/abuse
Changing and Growing	CG1. Baby to adult CG2. Changes at puberty CG3. Dealing with touch CG4. Different types of relationships	CG1. Puberty CG2. Friendship CG3. Healthy and unhealthy relationship behaviour CG4. Intimate relationships, consent, and contraception CG5. Long-term relationships/parenthood

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Healthy Lifestyles	HL1. Healthy Eating HL2. Taking care of physical health HL3. Keeping well	HL1. Elements of a healthy lifestyle HL2. Mental wellbeing HL3. Physical activity HL4. Healthy eating HL5. Body image HL6. Medicinal drugs HL7. Drugs, alcohol & tobacco
The World I Live In	WILI1. Respecting differences between people WILI2. Jobs people do WILI3. Rules and laws WILI4. Taking care of the environment WILI5. Belonging to a community	WILI1. Diversity/rights and responsibilities WILI2. Managing online information WILI3. Taking care of the environment WILI4. Preparing for adulthood WILI5. Managing Finances

See Appendix 1 to see how the topic areas above map against the DfE statutory guidance for Relationship Education, Relationship and Sex Education and Physical Health & Mental Well-being.

All PSD/PSHE teachers will be responsible for delivering the RSHE curriculum. RSHE is taught within the personal and social development (PSD) and Personal social health education (PSHE) curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in Information Computing Technology (ICT). RSHE will cover content around families, respectful relationships including friendships, online and media, being safe and intimate and sexual relationships, including sexual health. Pupils also receive individualised stand-alone transdisciplinary sex education sessions.

The school has tailored content and teaching of these subjects to meet the specific needs of pupils at different developmental stages. As with all teaching for these subjects, we ensure teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law. Planning and teaching consider the needs of our pupils' special educational needs and disabilities and is mindful of PfA (Preparing for Adulthood) outcomes, as set out in the SEND code of practice. The school is aware that some pupils are more likely to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils, for example, those with Social, Emotional, and Mental Health needs or learning disabilities. Such factors are taken into consideration when designing and teaching these subjects.

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Staff are trained on the delivery of RSHE as part of our continuing professional development calendar. The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

This policy has been developed in consultation with governors, pupils, and parents/carers. The consultation and policy development process involved the following steps: review, parent consultation, pupil consultation, drafting of policy and sharing for further feedback. Once amendments are made the policy is made available on the school website.

5. Right to Withdraw

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 head teacher will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The head teacher will discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher.

Once those discussions have taken place, except in exceptional circumstances, the school will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school is required to decide to provide the child with sex education during one of those terms.

There is no right to withdraw from Relationships Education or Health Education.

6. Equality

The school complies with all relevant requirements of the Equality Act 2010, and further guidance in [The Equality Act 2010 and schools](#) advice. The school does not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). The school makes adjustments to alleviate disadvantages and are mindful of the SEND Code of Practice when planning for these subjects.

The school has considered the makeup of the student body, including the gender and age range of our pupils. The school has considered additional support for pupils with particular characteristics that could put them at a greater risk. The school is alive to issues such as everyday sexism, misogyny, homophobia, and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. The school is aware of and follows the advice

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regarding sexual violence and sexual harassment.

7. Monitoring, Evaluating and Review

Overall responsibility for the operation of this policy and procedure lies with the Head Teacher. The effectiveness of the policy and procedure will be formally reviewed and monitored at least on a bi-annual basis to ensure that it continues to meet requirements and that it reflects good practice. The school will gather regular feedback and consult with parents before making any changes to topics taught.

The school will regularly monitor the implementation and impact of the RSHE content. Staff involved in the planning and delivery of RSHE will receive annually update training.

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8. Appendix 1

Primary Phase

Relationship Education

Topic	Content grids from the DfE statutory guidance: Relationships Education (Primary) By the end of primary school pupils should know:	PSHE education Planning Framework for Pupils with SEND KEY STAGES 1 AND 2 Section and row references:
Families and people who care for me	<ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security, and stability. 	Self-Awareness: SA4
	<ul style="list-style-type: none"> • 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. 	Self-Awareness: SA4, SA5 Changing and Growing: CG4
	<ul style="list-style-type: none"> • 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. 	Changing and Growing: CG4 Self-Awareness: SA5
Caring friendship	<ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. 	Self-Awareness: SA4
	<ul style="list-style-type: none"> • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 	Self-Awareness: SA5
	<ul style="list-style-type: none"> • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 	Self-Awareness: SA5

	<ul style="list-style-type: none"> • 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. 	Self-Awareness: SA4, SA5
	<ul style="list-style-type: none"> • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. 	Self-Awareness: SA4, SA5 Self-Care, Support and Safety: SSS3
Respectful relationships	<ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. 	Self-Awareness: SA3
	<ul style="list-style-type: none"> • practical steps they can take in a range of different contexts to improve or support respectful relationships. 	Self-Awareness: SA3 Managing Feelings: MF2
	<ul style="list-style-type: none"> • the conventions of courtesy and manners. 	Self-Awareness: SA3
	<ul style="list-style-type: none"> • the importance of self-respect and how this links to their own happiness 	Self-Awareness: SA4, SA5
	<ul style="list-style-type: none"> • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. 	Self-Awareness: SA2
	<ul style="list-style-type: none"> • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. 	Self-Awareness: SA2 The World I Live In: WILI 1
	<ul style="list-style-type: none"> • what a stereotype is, and how stereotypes can be unfair, negative, or destructive. 	The World I Live In: WILI 1
	<ul style="list-style-type: none"> • the importance of permission-seeking and giving in relationships with friends, peers, and adults. 	Changing and Growing: CG1
Online relationships	<ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. 	Self-Care, Support and Safety: SSS4
	<ul style="list-style-type: none"> • 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. 	Self-Care, Support and Safety: SSS4

	<ul style="list-style-type: none"> • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. 	Self-Care, Support and Safety: SSS4 Self-Awareness: SA2
	<ul style="list-style-type: none"> • how information and data is shared and used online. 	Self-Care, Support and Safety: SSS4
	<ul style="list-style-type: none"> • the rules and principles for keeping safe online, how to recognise risks, harmful content, and contact, and how to report them. 	Self-Care, Support and Safety: SSS2, SSS3, SSS4
Being safe	<ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). 	Self-Care, Support and Safety: SSS3
	<ul style="list-style-type: none"> • 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. 	Self-Care, Support and Safety: SSS3
	<ul style="list-style-type: none"> • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. 	Self-Care, Support and Safety: SSS5 Changing and Growing: CG3
	<ul style="list-style-type: none"> • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. 	Self-Care, Support and Safety: SSS2, SSS3
	<ul style="list-style-type: none"> • how to recognise and report feelings of being unsafe or feeling bad about any adult. 	Self-Care, Support and Safety: SSS3, SSS4
	<ul style="list-style-type: none"> • how to ask for advice or help for themselves or others, and to keep trying until they are heard. 	Self-Care, Support and Safety: SSS2, SSS4
	<ul style="list-style-type: none"> • how to report concerns or abuse, and the vocabulary and confidence needed to do so. 	Self-Care, Support and Safety: SSS4, SSS5 Changing and Growing: CG3 Self-Awareness: SA2
	<ul style="list-style-type: none"> • where to get advice (e.g., family, school and/or other sources). 	Self-Awareness: SA2, SA5 Self-Care, Support and Safety: SSS3, SSS4 Changing and Growing: CG3

Relationship Education

Topic	Content grids from the DfE statutory guidance: Health Education (Primary) By the end of primary school pupils should know:	PSHE education Planning Framework for Pupils with SEND KEY STAGES 1 AND 2 Section and row references:
Mental wellbeing	<ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. 	Managing Feelings: MF1
	<ul style="list-style-type: none"> • that there is a normal range of emotions (e.g., happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. 	Managing Feelings: MF1 Self-Care, Support and Safety: SSS2
	<ul style="list-style-type: none"> • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. 	Managing Feelings: MF1, MF3
	<ul style="list-style-type: none"> • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 	Managing Feelings: MF1 Self-Awareness: SA2, SA4, SA5 Self-Care, Support and Safety: SSS2
	<ul style="list-style-type: none"> • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. 	Healthy Lifestyles: HL2
	<ul style="list-style-type: none"> • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. 	Managing Feelings: MF2
	<ul style="list-style-type: none"> • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. 	Self-Awareness: SA2
	<ul style="list-style-type: none"> • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). 	Self-Care, Support and Safety: SSS3

	<ul style="list-style-type: none"> • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. 	Relationships: Managing Feelings: MF1
Internet safety and harms	<ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. 	Self-Care, Support and Safety: SSS4
	<ul style="list-style-type: none"> • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. 	Healthy Lifestyles: HL2 Self-Care, Support and Safety: SSS3, SSS4
	<ul style="list-style-type: none"> • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. 	Self-Care, Support and Safety: SSS3, SSS4
	<ul style="list-style-type: none"> • why social media, some computer games and online gaming, for example, are age restricted. 	Self-Care, Support and Safety: SSS4
	<ul style="list-style-type: none"> • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. 	Self-Awareness: SA2 Self-Care, Support and Safety: SSS4
	<ul style="list-style-type: none"> • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected, and targeted. 	Self-Care, Support and Safety: SSS2 (Secondary framework)
	<ul style="list-style-type: none"> • where and how to report concerns and get support with issues online. 	Self-Care, Support and Safety: SSS4
Physical fitness and health	<ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. 	Healthy Lifestyles: HL2
	<ul style="list-style-type: none"> • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise. 	Healthy Lifestyles: HL3
	<ul style="list-style-type: none"> • the risks associated with an inactive lifestyle (including obesity). 	Healthy Lifestyles: HL2
	<ul style="list-style-type: none"> • how and when to seek support including which adults to speak to in school if they are worried about their health. 	Healthy Lifestyles: HL3

Healthy eating	<ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). 	Healthy Lifestyles: HL1
	<ul style="list-style-type: none"> • the principles of planning and preparing a range of healthy meals. 	Healthy Lifestyles: HL1
	<ul style="list-style-type: none"> • 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). 	Healthy Lifestyles: HL1
Drug, alcohol, and tobacco	<ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. 	Healthy Lifestyles: HL3
Health and prevention	<ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 	Healthy Lifestyles: HL3
	<ul style="list-style-type: none"> • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 	Healthy Lifestyles: HL2
	<ul style="list-style-type: none"> • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood, and ability to learn. 	Healthy Lifestyles: HL2
	<ul style="list-style-type: none"> • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. 	Self-Care, Support and Safety: SSS1
	<ul style="list-style-type: none"> • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing. 	Healthy Lifestyles: HL1
	<ul style="list-style-type: none"> • the facts and science relating to allergies, immunisation, and vaccination. 	Healthy Lifestyles: HL1, HL3
Basic first aid	<ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. 	Self-Care, Support and Safety: SSS2
	<ul style="list-style-type: none"> • concepts of basic first aid, for example dealing with common injuries, including head injuries. 	Self-Care, Support and Safety: SSS2

Changing adolescent body	<ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. 	Changing and Growing: CG2
	<ul style="list-style-type: none"> • about menstrual wellbeing including the key facts about the menstrual cycle. 	Changing and Growing: CG2

Secondary Phase

Relationship and Sex Education

Topic	Content grids from the DfE statutory guidance: Relationships and Sex Education (Secondary) By the end of primary school pupils should know:	PSHE education Planning Framework for Pupils with SEND KEY STAGES 3 AND 4 Section and row references:
Families	<ul style="list-style-type: none"> • that there are different types of committed, stable relationships. 	Changing and Growing: CG4, CG5
	<ul style="list-style-type: none"> • how these relationships might contribute to human happiness and their importance for bringing up children. 	Changing and Growing: CG3
	<ul style="list-style-type: none"> • 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). 	Changing and Growing: CG5
	<ul style="list-style-type: none"> • why marriage is an important relationship choice for many couples and why it must be freely entered. 	Changing and Growing: CG5
	<ul style="list-style-type: none"> • the characteristics and legal status of other types of long-term relationships. 	Changing and Growing: CG3, CG5
	<ul style="list-style-type: none"> • the roles and responsibilities of parents with respect to the raising of children, including 	Changing and Growing: CG5

	characteristics of successful parenting.	
	<ul style="list-style-type: none"> • how to: determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationships is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed. 	Managing Feelings: MF2 Changing and Growing: CG2, CG5 Self-Care, Support and Safety: SSS2, SSS6
Respectful relationships including friendships	<ul style="list-style-type: none"> • the characteristics of positive and healthy friendships (both on and offline) 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. 	Self-Awareness: SA4, SA6 Changing and Growing: CG2, CG3 Managing Feelings: MF1
	<ul style="list-style-type: none"> • practical steps they can take in a range of different contexts to improve or support respectful relationships 	Self-Awareness: SA3, SA5 Changing and Growing: CG3
	<ul style="list-style-type: none"> • 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). 	Self-Awareness: SA3
	<ul style="list-style-type: none"> • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due tolerance and respect to others and others' beliefs, including people in positions of authority and due tolerance of other peoples' beliefs. 	Self-Awareness: SA3
	<ul style="list-style-type: none"> • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. 	Self-Awareness: SA4
	<ul style="list-style-type: none"> • that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. 	Managing Feelings: MF3 Self-Awareness: SA4 Changing and Growing: CG3
	<ul style="list-style-type: none"> • what constitutes sexual harassment and sexual violence and why these are always unacceptable. 	Changing and Growing: CG3

	<ul style="list-style-type: none"> 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. 	The world in which I live: WILI 1
Online and media	<ul style="list-style-type: none"> their rights, responsibilities, and opportunities online, including that the same expectations of behaviour apply in all contexts including online. 	Self-Care, Support and Safety: SSS2
	<ul style="list-style-type: none"> 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. 	Self-Care, Support and Safety: SSS3, SSS6
	<ul style="list-style-type: none"> not to provide material to others that they would not want shared further and not to share personal material which is sent to them. 	Self-Care, Support and Safety: SSS6
	<ul style="list-style-type: none"> what to do and where to get support to report material or manage issues online. 	Self-Care, Support and Safety: SSS2, SSS4, SSS6
	<ul style="list-style-type: none"> the impact of viewing harmful content. 	Self-Care, Support and Safety: SSS2 Changing and Growing: CG4
	<ul style="list-style-type: none"> that specifically sexually explicit material (e.g., pornography) often presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. 	Changing and Growing: CG4 Self-Care, Support and Safety: SSS6
	<ul style="list-style-type: none"> that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. 	Self-Care, Support and Safety: SSS6
	<ul style="list-style-type: none"> how information and data is generated, collected, shared, and used online (partly). 	Self-Care, Support and Safety: SSS2
Being safe	<ul style="list-style-type: none"> the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. 	Self-Care, Support and Safety: SSS2 Changing and Growing: CG4

	<ul style="list-style-type: none"> • 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). 	Changing and Growing: CG4
Intimate and sexual relationship including sexual health	<ul style="list-style-type: none"> • how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex, and friendship. 	Changing and Growing: CG3, CG4
	<ul style="list-style-type: none"> • 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). 	Healthy Lifestyles: HL1
	<ul style="list-style-type: none"> • the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women. 	Changing and Growing: CG4
	<ul style="list-style-type: none"> • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure, and not pressurising others. 	Changing and Growing: CG4 Self-Care, Support and Safety: SSS1
	<ul style="list-style-type: none"> • that they have a choice to delay sex or to enjoy intimacy without sex. 	Changing and Growing: CG4, CG5
	<ul style="list-style-type: none"> • the facts about the full range of contraceptive choices, efficacy, and options available. 	Changing and Growing: CG4
	<ul style="list-style-type: none"> • 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). 	Changing and Growing: CG5
	<ul style="list-style-type: none"> • 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. 	Changing and Growing: CG4
	<ul style="list-style-type: none"> • about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. 	Changing and Growing: CG4
	<ul style="list-style-type: none"> • how the use of alcohol and drugs can lead to risky sexual behaviour. 	Changing and Growing: CG4

	<ul style="list-style-type: none"> • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. 	Changing and Growing: CG4
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Health Education

Topic	Content grids from the DfE statutory guidance: Relationships and Sex Education (Secondary) By the end of primary school pupils should know:	PSHE education Planning Framework for Pupils with SEND KEY STAGES 3 AND 4 Section and row references:
Mental wellbeing	<ul style="list-style-type: none"> • how to talk about their emotions accurately and sensitively, using appropriate vocabulary. 	Self-Awareness: SA1, SA2 Managing Feelings: MF2
	<ul style="list-style-type: none"> • that happiness is linked to being connected to others. 	Managing Feelings: MF2
	<ul style="list-style-type: none"> • how to recognise the early signs of mental wellbeing concerns 	Self-care, support, and Safety: SSS1 Healthy Lifestyles: HL2
	<ul style="list-style-type: none"> • common types of mental ill health (e.g., anxiety and depression). 	Self-care, support, and Safety: SSS1
	<ul style="list-style-type: none"> • 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. 	Self-Awareness: SA1
	<ul style="list-style-type: none"> • the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness. 	Healthy Lifestyles: HL2, HL3
Internet safety and harm	<ul style="list-style-type: none"> • the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life 	Healthy Lifestyles: HL5 Self-care, support, and Safety: SSS7

	<p>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.</p>	
	<ul style="list-style-type: none"> • how to identify harmful behaviours online (including bullying, abuse, or harassment) and how to report, or find support, if they have been affected by those behaviours. 	Self-care, support, and Safety: SSS4, SSS6
Physical health and fitness	<ul style="list-style-type: none"> • the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. 	Healthy Lifestyles: HL1, HL2
	<ul style="list-style-type: none"> • the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health. 	Healthy Lifestyles: HL1
Healthy eating	<ul style="list-style-type: none"> • how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer. 	Healthy Lifestyles: HL4
Drugs, alcohol, and tobacco	<ul style="list-style-type: none"> • the facts about legal and illegal drugs and their associated risks, including the link between drug use and serious mental health conditions 	Healthy Lifestyles: HL6, HL7
	<ul style="list-style-type: none"> • the law relating to the supply and possession of illegal substances. 	Healthy Lifestyles: HL7
	<ul style="list-style-type: none"> • the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. 	Healthy Lifestyles: HL7
	<ul style="list-style-type: none"> • the physical and psychological consequences of addiction, including alcohol dependency. 	Healthy Lifestyles: HL7
	<ul style="list-style-type: none"> • awareness of the dangers of drugs which are prescribed but still present serious health risks. 	Healthy Lifestyles: HL6
	<ul style="list-style-type: none"> • 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. 	Healthy Lifestyles: HL7

Health and prevention	<ul style="list-style-type: none"> • about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. 	Self-care, support, and Safety: SSS4
	<ul style="list-style-type: none"> • about dental health and the benefits of good oral hygiene and flossing, including healthy eating and regular check-ups at the dentist. 	Healthy Lifestyles: HL1
	<ul style="list-style-type: none"> • (late secondary) the benefits of regular self-examination and screening. 	Self-care, support, and Safety: SSS1
	<ul style="list-style-type: none"> • the facts and science relating to immunisation and vaccination. 	Self-care, support, and Safety: SSS1
	<ul style="list-style-type: none"> • the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood, and ability to learn. 	Healthy Lifestyles: HL1
Basic first aid	<ul style="list-style-type: none"> • basic treatment for common injuries (partly). 	Self-care, support, and Safety: SSS4
	<ul style="list-style-type: none"> • life-saving skills, including how to administer CPR (partly). 	Self-care, support, and Safety: SSS4
	<ul style="list-style-type: none"> • the purpose of defibrillators and when one might be needed (partly). 	Self-care, support, and Safety: SSS4
Changing adolescence body	<ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body and menstrual wellbeing. 	Changing and Growing: CG1
	<ul style="list-style-type: none"> • the main changes which take place in males and females, and the implications for emotional and physical health. 	Changing and Growing: CG1