




# Ulverston Victoria High School

## Relationships Education, Relationships and Sex Education and Health Education

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## **Statement of intent**

At Ulverston Victoria High School, we understand the importance of educating pupils about relationships, sex and health so that they can make responsible and well-informed decisions in their lives. This is an intrinsic part of our Personal Development curriculum for student from Y7-13.

The teaching of RSHE can help to prepare pupils for the opportunities, responsibilities and experiences of adult life. It is one of the ways we can promote the spiritual, moral, social, cultural, mental and physical development of pupils at school and in the wider society.

We have an obligation to provide pupils with high-quality, well-evidenced and age-appropriate teaching of these subjects. This policy outlines how the school's RSHE curriculum is organised and delivered, to ensure it meets the needs of all pupils.

### **1. Legal framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- DfE (2015) 'National curriculum in England: science programmes of study'
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2021) 'Teaching about relationships, sex and health'
- DfE (2024) 'Keeping children safe in education 2023'

This policy operates in conjunction with the following school policies:

- Behaviour Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Online Safety Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Staff Equality, Equity, Diversity and Inclusion Policy
- Anti-bullying Policy
- Child Protection and Safeguarding Policy
- Child-on-child Abuse Policy
- Pupil Confidentiality Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Records Management Policy
- Device and Technology Acceptable Use Agreement for Pupils

### **2. Roles and responsibilities**

The governing board will be responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the RSHE curriculum is well-led, effectively managed and well-planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring that teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information to parents on the subject content and the right to request that their child is withdrawn.
- Ensuring RSHE is resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Creating and updating a separate written statement of this policy and ensuring the statement is published on the school's website and provided free of charge to anyone who requests it.
- Ensuring that all teaching staff receive ongoing training on issues relating to PSHE and RSHE and how to deliver lessons on such issues.

- Ensuring that all staff are up to date with policy changes, and familiar with school policy and guidance relating to RSHE.
- Ensuring that the RSHE curriculum covers the teaching of safeguarding, including in relation to online safety.

The headteacher will be responsible for:

- The overall implementation of this policy.
- Ensuring all teaching staff are suitably trained to deliver the subjects.
- Ensuring there is adequate time on the school timetable to deliver RSHE as a statutory curriculum subject.
- Ensuring parents are fully informed of this policy.
- Reviewing all requests to withdraw pupils from non-statutory elements of the RSHE curriculum.
- Discussing withdrawal requests with parents, and the pupil if appropriate, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, including the benefits of receiving the education.
- Ensuring withdrawn pupils receive appropriate, purposeful education during the period of withdrawal.
- Encouraging parents to be involved in consultations regarding reviews of the school's RSHE curriculum.
- Reviewing this policy on an annual basis.
- Reporting to the governing board on the effectiveness of this policy and the curriculum.

The RSHE subject leader will be responsible for:

- Overseeing the delivery of RSHE.
- Working closely with colleagues in related curriculum areas to ensure the RSHE curriculum complements, and does not duplicate, the content covered in other curriculum subjects.
- Ensuring the curriculum is age- and stage-appropriate, inclusive, and high-quality.
- Reviewing changes to the RSHE curriculum and advising on their implementation.
- Monitoring the learning and teaching of RSHE, providing support to staff where necessary.
- Ensuring the continuity and progression between each year group.
- Helping to develop colleagues' expertise in the subject.
- Ensuring teachers are provided with adequate resources to support teaching of the curriculum.
- Ensuring the school meets its statutory requirements in relation to RSHE.
- Leading staff meetings and ensuring all members of staff involved in the curriculum have received the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring the correct standards are met for recording and assessing pupil performance.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

The DSL will be responsible for:

- Offering advice and consultation for safeguarding-related subjects in the RSHE curriculum.
- Promoting knowledge and awareness of safeguarding issues amongst staff.
- Being an appropriate point of contact for staff who have concerns about the welfare of a pupil that have arisen through the teaching of RSHE.
- Organising a safe space for pupils to go should they need additional support or time to talk after an RSHE session.
- Ensuring staff teach in a trauma-informed manner and are particularly mindful of more vulnerable pupils who may have Adverse Childhood Experiences or potential triggers related to the material.

Subject teachers will be responsible for:

- Acting in accordance with, and promoting, this policy.
- Delivering RSHE in a manner that is sensitive, of high quality and appropriate for each year group.
- Ensuring they do not express personal views or beliefs when delivering the curriculum.
- Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content.
- Modelling positive attitudes to RSHE.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Liaising with the RSHE subject leader on key topics, resources and support for individual pupils.
- Monitoring pupil progress in RSHE.
- Reporting any concerns regarding the teaching of RSHE to the RSHE subject leader or a member of the SLT.

- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the DSL.
- Providing an inclusive approach to their lesson delivery.
- Responding appropriately to pupils whose parents have requested to withdraw them from the non-statutory components of RSHE, by providing them with alternative education opportunities.
- Engaging in training in relation to the teaching of safeguarding, including in relation to online safety.

The SENCO will be responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.

## **Advising staff on the use of TAs in order to meet pupils' individual needs.4.**

### **Organisation of the RSHE curriculum**

For the purpose of this policy:

- "RSHE" is used to refer to the overall programme of relationships, sex and health education.
- "RSE" refers to relationships and sex education and is defined as teaching pupils about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others.
- "Health education" is defined as teaching pupils about how they can make good decisions about their own health and wellbeing, and how physical health and mental wellbeing are interlinked.
- The RSHE curriculum has been developed, and will be monitored and reviewed, in consultation with teachers, pupils and parents, and in accordance with DfE recommendations.
- The school will gather the views of teachers, pupils and parents in the following ways:
  - Questionnaires and audits
  - Meetings
  - Letters
  - Training sessions
  - The Personal Development newsletter

The majority of the RSHE curriculum is delivered through PSHE education in stand alone lessons, Assemblies, "Drop Down Days", Form Time, with some statutory elements taught via the science curriculum. The RSHE subject leader will work closely with their colleagues in related curriculum areas to ensure the curriculum complements and does not duplicate the content covered in national curriculum subjects.

The school will ensure that the curriculum remains in line with the DfE's 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' guidance at all times.

The school will consider the context and views of the wider local community when developing the curriculum to ensure it is reflective of circumstances in the local area. The religious background of all pupils will also be considered when planning teaching, to ensure all topics included are appropriately handled.

The RSHE curriculum will be informed by topical issues in the school and wider community, to ensure it is tailored to pupils' needs.

## **5. RSE subject overview**

RSE will continue to develop pupils' knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

### **Families**

By the end of secondary school, pupils will know:

- That there are different types of committed, stable relationships.
- How these relationships might contribute to human happiness and their importance for bringing up children.

- What marriage is, including its legal status, e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
- Why marriage is an important relationship choice for many couples and why it must be freely entered into.
- About the characteristics and legal status of other types of long-term relationships.
- About the roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting.

Pupils will also know how to:

- Determine whether other children, adults or sources of information are trustworthy.
- Judge when a family, friend, intimate or other relationship is unsafe, and recognise this in others' relationships.
- Seek help or advice if needed, including reporting concerns about others.

### **Respectful relationships, including friendships**

By the end of secondary school, pupils will know:

- About the characteristics of positive and healthy friendships in all contexts (including online), including trust, respect, honesty, kindness, generosity, boundaries, privacy, and consent; and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationships.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- How stereotypes, particularly those based on sex, gender, race, religion, sexual orientation or disability, can cause damage, e.g. how they might normalise non-consensual behaviour.
- That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority, and show due tolerance of other people's beliefs.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying, and how and where to seek help.
- About the types of behaviour in relationships that can be criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and violence and why these are always unacceptable.
- About the legal rights and responsibilities regarding equality, with reference to the protected characteristics defined in the Equality Act 2010, and that everyone is unique and equal.

### **Online and media**

By the end of secondary school, pupils will know:

- Their rights, responsibilities and opportunities online, and that the same expectations of behaviour apply in all contexts.
- About online risks, including that material shared with another person has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
- Not to provide material to others that they would not want shared further and not to share personal material which they receive.
- What to do and where to get support to report material or manage issues online.
- The impact of viewing harmful content.
- That specifically sexually explicit material, e.g. pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- That sharing and viewing indecent images of children is a criminal offence which carries severe penalties, including imprisonment.
- How information and data is generated, collected, shared and used online.

### **Being safe**

By the end of secondary school, pupils will know:

- About the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.
- How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn – this includes online.

### **Intimate and sexual relationships, including sexual health**

By the end of secondary school, pupils will know:

- How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlooks, sex, and friendship.
- That all aspects of health can be affected by choices they make in sex and relationships, positively and negatively, e.g. physical, emotional, mental, sexual, and reproductive health and wellbeing.
- The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for both men and women.
- The range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- That they have a choice to delay sex or enjoy intimacy without sex.
- The facts about the full range of contraceptive choices, their effectiveness and the options available.
- The facts around pregnancy, including miscarriage.
- That there are choices in relation to pregnancy, with legally and medically accurate impartial information on all options, including parenthood, adoption, abortion and where to get further help.
- How different sexually transmitted infections (STIs) are transmitted, how risk can be reduced through safer sex and the importance of facts about testing.
- About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- How the use of alcohol and drugs can lead to risky sexual behaviour.
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

## **6. RSE programmes of study**

The school will determine an age-appropriate, developmental curriculum which meets the needs of pupils and includes the statutory content outlined in the '[RSE subject overview](#)' section of this policy.

Please note: the highlighted sections refer to statutory guidance points for:

- Relationships
- Health and wellbeing
- Living in the wider world

<b>Year 7</b>	<p>Below are the RSE topics delivered during Y7. The statutory content reference points are detailed under each unit:</p> <p><b>1. <u>Forming positive relationships</u></b></p> <ul style="list-style-type: none"><li>○ <b>R1.</b> about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them</li><li>○ <b>H2.</b> to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)</li></ul>
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	<ul style="list-style-type: none"> <li>○ R2. indicators of positive, healthy relationships and unhealthy relationships including online</li> <li>○ R16. to further develop the skills of active listening, clear communication, negotiation and compromise</li> </ul> <p><b>2. <u>Diversity, discrimination, kindness and tolerance:</u></b></p> <ul style="list-style-type: none"> <li>○ R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)</li> <li>○ R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied</li> <li>○ R39. The impact of stereotyping, prejudice and discrimination on individuals and relationships</li> <li>○ R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice</li> <li>○ R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online</li> </ul> <p><b>3. <u>Consent and social media:</u></b></p> <ul style="list-style-type: none"> <li>○ R9. to clarify and develop personal values in friendships, love and sexual relationships</li> <li>○ R10. the importance of trust in relationships and the behaviours that can undermine or build trust</li> <li>○ R13. how to safely and responsibly form, maintain and manage positive relationships, including online</li> <li>○ R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)</li> </ul>
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<p><b>Year 8</b></p>	<p>Below are the RSE topics delivered during Y8. The statutory content reference points are detailed under each unit:</p> <p><b>1. <u>Healthy behaviours in relationships:</u></b></p> <ul style="list-style-type: none"> <li>○ R2. indicators of positive, healthy relationships and unhealthy relationships including online</li> <li>○ R16. to further develop the skills of active listening, clear communication, negotiation and compromise</li> <li>○ R18. to manage the strong feelings that relationships can cause (including sexual attraction)</li> <li>○ R24. that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstance</li> </ul> <p><b>2. <u>Gender and stereotypes:</u></b></p> <ul style="list-style-type: none"> <li>○ R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships</li> <li>○ R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice</li> </ul>
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- R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation
- R4. the difference between biological sex, gender identity and sexual orientation

Year 9

Below are the RSE topics delivered during Y9. The statutory content reference points are detailed under each unit:

**1. Different types of relationships:**

- R35. the roles and responsibilities of parents, carers and children in families
- R36. the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children
- R6. That marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion
- R9. To clarify and develop personal values in friendships, love and sexual relationship
- R10. The importance of trust in relationships and the behaviours that can undermine or build trust
- R24. that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances
- R27. that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected
- R11. To evaluate expectations about gender roles, behaviour and intimacy within romantic relationship
- L10. to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations

**2. Consent:**

- R24. That consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances
- R25. about the law relating to sexual consent
- R26. How to seek, give, not give and withdraw consent (in all contexts, including online)
- R27. That the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected
- R28. To gauge readiness for sex
- R31. That intimate relationships should be pleasurable
- R23. The services available to support healthy relationships and manage unhealthy relationships, and how to access them

**3. Sex and the law:**

- R2. indicators of positive, healthy relationships and unhealthy relationships, including online

- R24. That consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances
- R25. about the law relating to sexual consent
- R27. That the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected
- R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or other

**4. Sexual exploitation:**

- 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 (R37)
- R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others

**5. Youth produced sexual imagery including “Sexting”:**

- R17. strategies to identify and reduce risk from people online that they do not already know; when and how to access help
- R29. the impact of sharing sexual images of others without consent
- R30. how to manage any request or pressure to share an image of themselves or others, and how to get help

**6. Puberty, fertility and body image:**

- Understanding how the media affects us (H3) and how we can respond to negativity with resilience (H4)
- A comprehension of risk in relation to health and wellbeing (H31, R33, R34)
- 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 (R32)
- H3. the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health
- H4. simple strategies to help build resilience to negative opinions, judgements and comments
- H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety
- R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation
- R33. the risks related to unprotected sex
- R34. the consequences of unintended pregnancy, sources of support and the options available

Year 10

Below are the RSE topics delivered during Y10. The statutory content reference points are detailed under each unit:

**1. Relationships and equality:**

- **R1.** the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality
- **R4.** The importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationship
- **R9.** To recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours
- **R10.** To understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values
- **R12.** that everyone has the choice to delay sex, or to enjoy intimacy without sex
- **R5.** The legal rights, responsibilities and protections provided by the Equality Act 2010
- **R6.** About diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them
- **R7.** strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed

**2. Sexual orientation and stereotypes:**

- **R5.** the legal rights, responsibilities and protections provided by the Equality Act 2010
- **R6.** about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them
- **R34.** strategies to challenge all forms of prejudice and discrimination

**3. Understanding sexual harassment and violence:**

- **R16.** To recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help
- **R17.** Ways to access information and support for relationships including those experiencing difficulties
- **R18.** about the concept of consent in maturing relationships
- **R19.** about the impact of attitudes towards sexual assault and to challenge victim-blaming, including when abuse occurs online
- **R20.** to recognise the impact of drugs and alcohol on choices and sexual behaviour
- **R22.** to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences
- **R32.** about the challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so; sources of appropriate advice and support, and how to access them

**4. Sex, pressure and risk taking behaviour:**

- **R18.** about the concept of consent in maturing relationships

- R20. to recognise the impact of drugs and alcohol on choices and sexual behaviour
- R21. the skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple
- R22. to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences

**5. Pregnancy choices:**

- R23. How to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner
- R24. The physical and emotional responses people may have to unintended pregnancy; the different options available; whom to talk to for accurate, impartial advice and support
- R25. The importance of parenting skills and qualities for family life, the implication of young parenthood and services that offer support for new parents and families
- R27. about the current legal position on abortion and the range of beliefs and opinions about it
- H30. about healthy pregnancy and how lifestyle choices affect a developing foetus
- H31. that fertility can vary in all people, changes over time (including menopause) and can be affected by STIs and other lifestyle factors
- H32. about the possibility of miscarriage and support available to people who are not able to conceive or maintain a pregnancy
- H33. about choices and support available in the event of an unplanned pregnancy, and how to access appropriate help and advice

**6. Roles and responsibilities of parents:**

- R26. The reasons why people choose to adopt/foster children
- R25. The importance of parenting skills and qualities for family life, the implication of young parenthood and services that offer support for new parents and families

**Please Note:** Year 11 will have their RSE delivered by an external speaker. We are currently in phase 2 of a 3 stage rollout plan. Year 11 will have a timetabled lesson for Personal Development from September 2025 onwards.

Below are the planned RSE topics delivered during Y11. The statutory content reference points are detailed under each unit:

**1. Identifying harmful sexual behaviour including abusive behaviour:**

- R19. about the impact of attitudes towards sexual assault and to challenge victim-blaming, including when abuse occurs online
- R3. To respond appropriately to indicators of unhealthy relationships, including seeking help where necessary
- R16. To recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help
- R17. Ways to access information and support for relationships including those experiencing difficulties
- R28. To recognise when others are using manipulation, persuasion or coercion and how to respond

Year 11

- R29. The law relating to abuse in relationships, including coercive control and online harassment
- R30. To recognise when a relationship is abusive and strategies to manage this
- R31. The skills and strategies to respond to exploitation, bullying, harassment and control in relationship
- R32. about the challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so; sources of appropriate advice and support, and how to access them
- R19. To develop conflict management skills and strategies to reconcile after disagreements

## **2. Forced marriage and honour based violence:**

- R 28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this
- R.29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)
- R33. the law relating to honour based violence and forced marriage; the consequences for individuals and wider society and ways to access support

## **3. Dangerous friendships:**

- H23. strategies for identifying risky and emergency situations, including online; ways to manage these and get appropriate help, including where there may be legal consequences (e.g. drugs and alcohol, violent crime and gangs)
- R28. to recognise when others are using manipulation, persuasion or coercion and how to respond
- R31. the skills and strategies to respond to exploitation, bullying, harassment and control in relationships
- R37. to recognise situations where they are being adversely influenced, or are at risk, due to being part of a particular group or gang; strategies to access appropriate help
- R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support
- R44. that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this
- R45. about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours
- R46. strategies to manage pressure to join a gang, exit strategies and how to access appropriate support
- R47. motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon
- R35. to evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs

## Year 12

**1. Understanding politics:**

- **R3:** to recognise, respect and, if appropriate, challenge the ways different faith or cultural views influence relationships
- **R19:** to recognise and manage negative influence, manipulation and persuasion in a variety of contexts, including online
- **R25:** ways to celebrate cultural diversity, promote inclusion and safely challenge prejudice and discrimination

**2. Managing challenging relationships at work:**

- **H1:** skills and strategies to confidently manage transitional life phases
- **R8:** to use constructive dialogue to support relationships and negotiate difficulties
- **R10:** to recognise the opportunities to build meaningful relationships in the workplace and the boundaries around professional relationships
- **L9:** the importance of professional conduct and how it can be demonstrated in different workplaces including following health and safety protocols
- **L11:** to recognise bullying and harassment in the workplace in all its forms and ways to seek or provide support to resolve the situation

**3. Respectful and assertive communications:**

- **R1:** how to articulate their relationship values and to apply them in different types of relationships
- **R4:** to manage mature friendships, including making friends in new places
- **R6:** develop and maintain healthy, pleasurable relationships and explore different levels of emotional intimacy
- **R8:** to use constructive dialogue to support relationships and negotiate difficulties
- **R19:** to recognise and manage negative influence, manipulation and persuasion in a variety of contexts, including online

## Year 13

**1. Keeping healthy whilst studying:**

- **H1:** skills and strategies to confidently manage transitional life phases
- **H8:** to take responsibility for monitoring personal health and wellbeing
- **H12:** how to maintain a healthy diet, especially on a budget
- **H13:** how to maintain work-life balance, including understanding the importance of continuing with regular exercise and sleep, and balancing time online
- **L2:** to set realistic yet ambitious career and life goals which are matched to personal values, interests, strengths and skills

**2. Managing challenging relationships at work:**

- **H1:** skills and strategies to confidently manage transitional life phases
- **R8:** to use constructive dialogue to support relationships and negotiate difficulties
- **R10:** to recognise the opportunities to build meaningful relationships in the workplace and the boundaries around professional relationships

- L9: the importance of professional conduct and how it can be demonstrated in different workplaces including following health and safety protocols
- L11: to recognise bullying and harassment in the workplace in all its forms and ways to seek or provide support to resolve the situation

### **3. Are human rights balanced in society?**

- H14: to assess and manage risk and personal safety in a wide range of contexts, including online; about support in place to safeguard them in these contexts and how to access it
- R11: to understand the moral and legal responsibilities that someone seeking consent has, and the importance of respecting and protecting people's right to give, not give, or withdraw their consent (in all contexts, including online)
- R12: to understand the emotional, physical, social and legal consequences of failing to respect others' right not to give or to withdraw consent
- R20: to recognise and manage different forms of abuse, sources of support and exit strategies for unhealthy relationships
- R25: ways to celebrate cultural diversity, promote inclusion and safely challenge prejudice and discrimination

### **4. Differences in societal values:**

- R2: to recognise and challenge prejudice and discrimination and understand rights and responsibilities with regard to inclusion
- R3: to recognise, respect and, if appropriate, challenge the ways different faith or cultural views influence relationships
- R23: strategies to recognise, de-escalate and exit aggressive social situations
- R25: ways to celebrate cultural diversity, promote inclusion and safely challenge prejudice and discrimination
- L20: to set and maintain clear boundaries around personal privacy and to manage online safety in all its forms, including seeking help when appropriate
- L23: how social media can expand, limit or distort perspectives and recognise how content they create and share may contribute to, or challenge this
- L24: to be a critical consumer of online information in all its forms, including recognising bias, propaganda and manipulation

### **5. Managing relationship changes:**

- H1: skills and strategies to confidently manage transitional life phases
- H14: to assess and manage risk and personal safety in a wide range of contexts, including online; about support in place to safeguard them in these contexts and how to access it
- R1: how to articulate their relationship values and to apply them in different types of relationships
- R4: to manage mature friendships, including making friends in new places
- R5: to manage personal safety in new relationships, including online activity or when meeting someone for the first time whom they met online
- R6: to develop and maintain healthy, pleasurable relationships and explore different levels of emotional intimacy
- R10: to recognise the opportunities to build meaningful relationships in the workplace and the boundaries around professional relationships
- R19: to recognise and manage negative influence, manipulation and persuasion in a variety of contexts, including online

## **6. Managing strong emotions in relationships:**

- **H4:** to recognise signs of change in mental health and wellbeing and demonstrate a range of strategies for building and maintaining positive mental health, including managing stress and anxiety
- **R1:** how to articulate their relationship values and to apply them in different types of relationships
- **R6:** to develop and maintain healthy, pleasurable relationships and explore different levels of emotional intimacy

## **7. Online dating:**

- **H1:** skills and strategies to confidently manage transitional life phases
- **H14:** to assess and manage risk and personal safety in a wide range of contexts, including online; about support in place to safeguard them in these contexts and how to access it
- **H22:** to understand how alcohol and drug use can affect decision making and personal safety, including looking out for friends, safe travel and drink-spiking
- **R1:** how to articulate their relationship values and to apply them in different types of relationships
- **R5:** to manage personal safety in new relationships, including online activity or when meeting someone for the first time whom they met online
- **R9:** to manage the ending of relationships safely and respectfully, including online
- **R13:** how to recognise, and seek help in the case of, sexual abuse, exploitation, assault or rape, and the process for reporting to appropriate authorities

## **8. Personal safety in relationships:**

- **H14:** to assess and manage risk and personal safety in a wide range of contexts, including online; about support in place to safeguard them in these contexts and how to access it
- **R5:** to manage personal safety in new relationships, including online activity or when meeting someone for the first time whom they met online
- **R13:** how to recognise, and seek help in the case of, sexual abuse, exploitation, assault or rape, and the process for reporting to appropriate authorities
- **R19:** to recognise and manage negative influence, manipulation and persuasion in a variety of contexts, including online

## **7. Health education subject overview**

The physical health and mental wellbeing curriculum will continue to develop pupils' knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

### **Mental wellbeing**

By the end of secondary school, pupils will know:

- How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
- That happiness is linked to being connected to others.
- How to recognise the early signs of mental wellbeing concerns.
- About common types of mental ill health, e.g. anxiety and depression.
- How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.

- About the benefits and importance of physical exercise, time outdoors, community participation, and voluntary and service-based activities on mental wellbeing and happiness.

### **Internet safety and harms**

By the end of secondary school, pupils will know:

- About the similarities and differences between the online world and the physical world, including the impact of unhealthy or obsessive comparison with others online, over-reliance on online relationships, the risks related to online gambling, how information is targeted at them, and how to be a discerning consumer of information online.
- How to identify harmful behaviours online, including bullying, abuse or harassment, and how to report or find support if they have been affected by those behaviours.

### **Physical health and fitness**

By the end of secondary school, pupils will know about:

- The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
- The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health.
- About the science relating to blood, organ and stem cell donation.

### **Healthy eating**

By the end of secondary school, pupils will know how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

### **Drugs, alcohol and tobacco**

By the end of secondary school, pupils will know about:

- The facts about legal and illegal drugs and their associated risks, including the link between drug use and serious mental health conditions.
- The law relating to the supply and possession of illegal substances.
- The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
- The physical and psychological consequences of addiction, including alcohol dependency.
- The dangers of drugs which are prescribed but still present serious health risks.
- The facts about the harms from smoking tobacco, the benefits of quitting and how to access the support to do so.

### **Health and prevention**

By the end of secondary school, pupils will know about:

- Personal hygiene, germs including bacteria and viruses, how they are spread, treatment and prevention of infection, and antibiotics.
- Dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
- The benefits of regular self-examination and screening.
- The facts and science relating to immunisation and vaccination.
- The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

### **Basic first aid**

By the end of secondary school, pupils will know:

- Basic treatments for common injuries.
- Life-saving skills, including how to administer CPR.
- About the purpose of defibrillators and when one might be needed.

### Changing adolescent body

By the end of secondary school, pupils will know:

- Key facts about puberty, the changing adolescent body and menstrual wellbeing.
- About the main changes which take place in males and females, and the implications for emotional and physical health.

## 8. Health education programmes of study

The school will determine an age-appropriate, developmental curriculum which meets the needs of young people and includes the statutory content outlined in the 'Health education subject overview' section of this policy.

Please note: the highlighted sections refer to statutory guidance points for:

- Relationships
- Health and wellbeing
- Living in the wider world

Year 7	<p>Below are the health topics delivered during Y7. The statutory content reference points are detailed under each unit:</p> <ol style="list-style-type: none"> <li><b><u>Transition to secondary school:</u></b> <ul style="list-style-type: none"> <li>○ H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</li> <li>○ H1. how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing</li> <li>○ R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)</li> </ul> </li> <li><b><u>Puberty and menstrual wellbeing:</u></b> <ul style="list-style-type: none"> <li>○ Key facts about puberty, the changing adolescent body and menstrual wellbeing (H34)</li> <li>○ The main changes which take place in males and females, and the implications for emotional and physical health (H34)</li> <li>○ H34. strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing</li> <li>○ Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>○ About menstrual wellbeing including the key facts about the menstrual cycle.</li> <li>○ H1. how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing</li> <li>○ H5. to recognise and manage internal and external influences on decisions which affect health and wellbeing</li> </ul> </li> </ol>
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- H34. strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing

### **3. Smoking / vaping:**

- 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 (H26)
- H24. to evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use
- H25. strategies to manage a range of influences on drug, alcohol and tobacco use, including peers
- H26. information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use

### **4. Attitudes to mental health:**

- H2 – to understand what can affect wellbeing and resilience (for example, life changes, relationships, achievements and employment)
- H5 – to recognise and manage internal and external influences on decisions which affect health and wellbeing
- H10 – a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support
- H12 – how to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need
- H14 – the benefits of physical activity and exercise for physical and mental health and wellbeing

### **5. Supporting positive mental wellbeing:**

- H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)
- H10. a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support
- H13. the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities
- H14. the benefits of physical activity and exercise for physical and mental health and wellbeing

### **6. Bullying and cyberbullying:**

- R13. how to safely and responsibly form, maintain and manage positive relationships, including online
- R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)
- L20. that features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity

- L27. to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms
- R23. the services available to support healthy relationships and manage unhealthy relationships, and how to access them
- R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online
- R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied
- R42. to recognise peer influence and to develop strategies for managing it, including online

Year 8

Below are the health topics delivered during Y8. The statutory content reference points are detailed under each unit:

**1. Basic life support:**

- H33. How to get help in an emergency and perform basic first aid including cardio-pulmonary resuscitation (CPR) and the use of defibrillators

**2. Puberty and society:**

- H1. how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing
- H5. to recognise and manage internal and external influences on decisions which affect health and wellbeing
- H34. strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing

**3. Alcohol:**

- H24. to evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use
- H25. strategies to manage a range of influences on drug, alcohol and tobacco use, including peers
- H26. information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use
- R20. to manage the influence of drugs and alcohol on decision-making within relationships and social situations

**4. Drugs:**

- The facts about legal and illegal drugs and their associated risks, including the link to serious mental health conditions (H23, H26, H27, H28)
- The law relating to the supply and possession of illegal substances (H26, H28)
- The physical and psychological consequences of addiction including alcohol dependency (H26, H27, H29)
- Awareness of the dangers of drugs which are prescribed but still present serious health risks (H23, H26, H27)
- H23. the positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics

- H24. to evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use
- H25. strategies to manage a range of influences on drug, alcohol and tobacco use, including peers
- H26. information about alcohol, nicotine and other legal and illegal substances, including the short term and long term health risks associated with their use
- H27. the personal and social risks and consequences of substance use and misuse including occasional use
- H28. the law relating to the supply, use and misuse of legal and illegal substances
- H29. about the concepts of dependence and addiction including awareness of help to overcome addiction

#### **5. Promoting emotional wellbeing:**

- H2 – to understand what can affect wellbeing and resilience (for example, life changes, relationships, achievements and employment)
- H5 – to recognise and manage internal and external influences on decisions which affect health and wellbeing
- H10 – a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support
- H12 – how to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need
- H14 – the benefits of physical activity and exercise for physical and mental health and wellbeing
- H1. how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing )
- H3. the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health
- H5 recognise and manage internal and external influences on decisions which affect health and wellbeing
- H7. the characteristics of mental and emotional health and strategies for managing these
- H10. a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support
- H13. the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities
- H18 — how the media portrays young people, body image and health issues, and that identity is affected by a range of factors, including the media and a positive sense of self
- H19 — that identity is affected by a range of factors, including the media and a positive sense of self

- **H30.** how to identify risk and manage personal safety in increasingly independent situations, including online
- **L20.** that features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity
- **L25.** to make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them
- **R1** — the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc)
- **R30** — how to recognise peer pressure and develop strategies to manage it

#### **6. Understanding the components of good health:**

- 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 (**H13, H14, H15**)
- How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer (**H17, H18**)
- (Late secondary) the benefits of regular self-examination and screening (**H19**)
- **H11.** to make informed lifestyle choices regarding sleep, diet and exercise
- **H13.** to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical and mental health
- **H14.** about the health services available to people; strategies to become a confident user of the NHS and other health services; to overcome potential concerns or barriers to seeking help
- **H15.** the importance of sleep and strategies to maintain good quality sleep
- **H16.** to recognise and manage what influences their choices about physical activity
- **H17.** the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices
- **H18.** what might influence decisions about eating a balanced diet and strategies to manage eating choices
- **H19.** the importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self examination (especially testicular self-examination in late KS3); the purpose of vaccinations offered during adolescence for individuals and society
- **H21.** how to access health services when appropriate

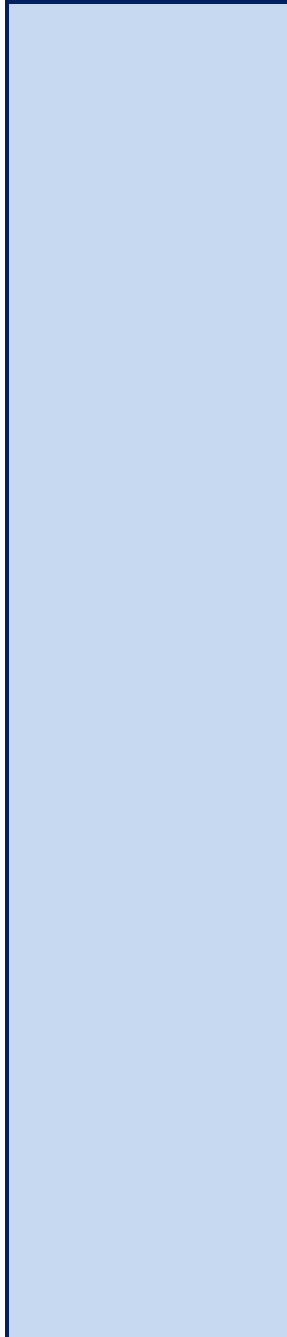
#### **7. Body image in the digital world:**

- **H13.** the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities

	<ul style="list-style-type: none"> <li>○ L24. to understand how the way people present themselves online can have positive and negative impacts on them</li> <li>○ R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online</li> <li>○ R42. to recognise peer influence and to develop strategies for managing it, including online</li> </ul>
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<p><b>Year 9</b></p>	<p>Below are the health topics delivered during Y9. The statutory content reference points are detailed under each unit:</p> <ol style="list-style-type: none"> <li><b>1. Contraception:</b> <ul style="list-style-type: none"> <li>○ H35. about the purpose, importance and different forms of contraception; how and where to access contraception and advice</li> <li>○ H36. That certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs)</li> <li>○ R32. The communication and negotiation skills necessary for contraceptive use in healthy relationships (see also 'Health')</li> <li>○ R33. The risks related to unprotected sex</li> <li>○ R34. The consequences of unintended pregnancy, sources of support and the options available</li> </ul> </li> <li><b>2. STI's:</b> <ul style="list-style-type: none"> <li>○ R17. strategies to identify and reduce risk from people online that they do not already know; when and how to access help</li> <li>○ R29. the impact of sharing sexual images of others without consent</li> <li>○ R30. how to manage any request or pressure to share an image of themselves or others, and how to get help</li> </ul> </li> <li><b>3. Unhealthy coping strategies:</b> <ul style="list-style-type: none"> <li>○ H7 – the characteristics of mental and emotional health and strategies for managing these</li> <li>○ H10 – a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support</li> </ul> </li> <li><b>4. Healthy coping strategies:</b> <ul style="list-style-type: none"> <li>○ H5 – to recognise and manage internal and external influences on decisions which affect health and wellbeing</li> <li>○ H10 – a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support</li> <li>○ R2 – indicators of positive, healthy relationships and unhealthy relationships, including online</li> </ul> </li> </ol>
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<p><b>Year 10</b></p>	<p>Below are the health topics delivered during Y10. The statutory content reference points are detailed under each unit:</p> <ol style="list-style-type: none"> <li><b>1. Gambling behaviours and managing impulsivity:</b> <ul style="list-style-type: none"> <li>○ H32. the risks associated with gambling and recognise that chance-based transactions can carry similar risks; strategies for managing peer and other influences relating to gambling</li> </ul> </li> </ol>
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- **H25.** to understand and build resilience to thinking errors associated with gambling (e.g. ‘gambler’s fallacy’) the range of gambling related harms, and how to access support for themselves or others
- 2. Challenges of moving through adolescence:**
- **H2** - how self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this
  - **H7** - a broad range of strategies — cognitive and practical — for promoting their own emotional wellbeing, for avoiding negative thinking and for ways of managing mental health concerns
  - **H6** - about change and its impact on mental health and wellbeing and to recognise the need for emotional support during life changes and/or difficult experiences
- 3. Reframing negative thinking:**
- **H2.** how self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this
  - **H7.** a broad range of strategies — cognitive and practical — for promoting their own emotional wellbeing, for avoiding negative thinking and for ways of managing mental health concerns
  - **H11.** to make informed lifestyle choices regarding sleep, diet and exercise
- 4. Online presence:**
- **R22.** to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences
  - **L12.** strategies to manage their online presence and its impact on career opportunities
  - **L22.** That there are positive and safe ways to create and share content online and the opportunities this offer
  - **L23.** strategies for protecting and enhancing their personal and professional reputation online

**Year 11**

**Please Note:** We are currently in phase 2 of a 3 stage rollout plan. Year 11 will have a timetabled lesson for Personal Development from September 2025 onwards.

Below are the planned health topics delivered during Y11. The statutory content reference points are detailed under each unit:

**1. Exam stress:**

- **L2.** to evaluate their own personal strengths and areas for development and use this to inform goal setting
- **H2.** how self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this
- **H6.** about change and its impact on mental health and wellbeing and to recognise the need for emotional support during life changes and/or difficult experiences

- H7. a broad range of strategies — cognitive and practical, for promoting their own emotional wellbeing, for avoiding negative thinking and for ways of managing mental health concerns
- H8. to recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help or treatment is available

## **2. Healthy choices and responsibilities:**

- H13. to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical and mental health
- H14. about the health services available to people; strategies to become a confident user of the NHS and other health services; to overcome potential concerns or barriers to seeking help
- H16. how to take increased personal responsibility for maintaining and monitoring health including cancer prevention, screening and self examination
- H17. to assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings and the use of sunbeds
- H18. the ways in which industries and advertising can influence health and harmful behaviours

## **3. Drugs:**

- The physical and psychological consequences of addiction including alcohol dependency (H19, H20, H21)
- How the use of alcohol and drugs can lead to risky sexual behaviour (H20, R20)
- 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 (H19, H21)
- H19. The consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities
- H20. Wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle
- H21. To identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking cessation
- R20. To manage the influence of drugs and alcohol on decision-making within relationships and social situation

## **4. Support network:**

- H7 – a broad range of strategies – cognitive and practical – for promoting their own emotional wellbeing, for avoiding negative thinking and for ways of managing mental health concerns
- H10 – how to recognise when they or others need help with their mental health and wellbeing; strategies and skills to provide basic support and identify and access the most appropriate sources of help
- H11 – to make informed lifestyle choices regarding sleep, diet and exercise

## 5. Online harmful behaviours:

- About online risks, including that of any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online
- What to do and where to get support to report material or manage issues online
- The impact of viewing harmful content
- That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners
- The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online
- How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours

## Year 12

### 1. Young adult illness:

- **H8:** to take responsibility for monitoring personal health and wellbeing, including sun safety, breast awareness and self-examination, testicular self-examination and cervical screening
- **H10:** how to register with and access health services in new locations
- **H11:** to recognise illnesses that particularly affect young adults, such as meningitis and 'freshers' flu'

### 2. Monitoring my health:

- **H1:** skills and strategies to confidently manage transitional life phases
- **H8:** to take responsibility for monitoring personal health and wellbeing, including sun safety, breast awareness and self-examination, testicular self-examination and cervical screening
- **H9:** to consistently access reliable sources of information and evaluate media messages about health
- **H10:** how to register with and access health services in new locations

### 3. Alcohol misuse:

- **H14:** to assess and manage risk and personal safety in a wide range of contexts, including online; about support in place to safeguard them in these contexts and how to access it
- **H21:** to manage alcohol and drug use in relation to immediate and long-term health

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- **H22:** to understand how alcohol and drug use can affect decision making and personal safety, including looking out for friends, safe travel and drink-spiking
- **H23:** the impact of alcohol and drug use on road safety, work-place safety, reputation and career
- **H24:** the risks of being a passenger with an intoxicated driver and ways to manage this
- **R19:** to recognise and manage negative influence, manipulation and persuasion in a variety of contexts, including online

**4. Managing exam stress:**

- **H1:** skills and strategies to confidently manage transitional life phases
- **H4:** to recognise signs of change in mental health and wellbeing and demonstrate a range of strategies for building and maintaining positive mental health, including managing stress and anxiety
- **H5:** to recognise common mental health issues such as anxiety, depression, eating disorders, self-harm and compulsive behaviours
- **H6:** to recognise when they, or others, need support with their mental health and effective strategies to address difficulties and promote wellbeing
- **H7:** to analyse and evaluate support available to manage common mental health issues, and how to access the most appropriate support

**Year 13**

**1. Staying motivated:**

- **H1:** skills and strategies to confidently manage transitional life phases
- **L2:** to set realistic yet ambitious career and life goals which are matched to personal values, interests, strengths and skills

**2. Monitoring my health:**

- **H1:** skills and strategies to confidently manage transitional life phases
- **H8:** to take responsibility for monitoring personal health and wellbeing, including sun safety, breast awareness and self-examination, testicular self-examination and cervical screening
- **H9:** to consistently access reliable sources of information and evaluate media messages about health
- **H10:** how to register with and access health services in new locations

**3. Managing exam stress:**

- **H1:** skills and strategies to confidently manage transitional life phases
- **H4:** to recognise signs of change in mental health and wellbeing and demonstrate a range of strategies for building and maintaining positive mental health, including managing stress and anxiety
- **H5:** to recognise common mental health issues such as anxiety, depression, eating disorders, self-harm and compulsive behaviours
- **H6:** to recognise when they, or others, need support with their mental health and effective strategies to address difficulties and promote wellbeing
- **H7:** to analyse and evaluate support available to manage common mental health issues, and how to access the most appropriate support

#### **4. Healthy eating on a budget:**

- **H1:** skills and strategies to confidently manage transitional life phases
- **H12:** how to maintain a healthy diet, especially on a budget
- **L13:** how to plan expenditure and budget for changes in circumstances (e.g. when moving out or going to university)

#### **5. Managing mental health when starting a new job:**

- **H1:** skills and strategies to confidently manage transitional life phases
- **H4:** to recognise signs of change in mental health and wellbeing and demonstrate a range of strategies for building and maintaining positive mental health, including managing stress and anxiety

#### **6. Alcohol misuse:**

- **H14:** to assess and manage risk and personal safety in a wide range of contexts, including online; about support in place to safeguard them in these contexts and how to access it
- **H21:** to manage alcohol and drug use in relation to immediate and long-term health
- **H22:** to understand how alcohol and drug use can affect decision making and personal safety, including looking out for friends, safe travel and drink-spiking
- **H23:** the impact of alcohol and drug use on road safety, work-place safety, reputation and career
- **H24:** the risks of being a passenger with an intoxicated driver and ways to manage this
- **R19:** to recognise and manage negative influence, manipulation and persuasion in a variety of contexts, including online

#### **7. Menopause and women's health:**

- **H9:** to consistently access reliable sources of information and evaluate media messages about health

## **9. Delivery of the curriculum**

Through effective organisation and delivery of the RSHE, the school will ensure that:

- Core knowledge is sectioned into units of a manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, 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 used confidently in real-life situations.

RSHE complements several other curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching.

\* The RSHE curriculum will be delivered by appropriately trained members of staff.\* The RSHE policy is delivered at KS3 by form tutors, and at KS4 by selected staff. All have access to support materials both electronically such as e-learning modules and within their teaching packs to further their own understanding and delivery of the content.

The curriculum will proactively address issues in a timely way in line with current evidence on pupils' physical, emotional and sexual development. RSHE will be delivered in a non-judgemental, age-appropriate, factual and inclusive way that allows pupils to ask questions in a safe environment.

Teaching of the curriculum reflects requirements set out in law, particularly in the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.

The school will integrate LGBTQ+ content into the RSHE curriculum – this content will be taught as part of the overall curriculum, rather than a standalone topic or lesson. LGBTQ+ content will be approached in a sensitive, age-appropriate and factual way that allows pupils to explore gender identity, stereotypes, and the features of stable and healthy same-sex relationships. All pupils are expected to learn about LGBTQ+ content, and parents do not have a statutory right to withdraw their children from lessons that include LGBTQ+ content.

The curriculum will be designed to focus on pupils of all gender identities and expressions and activities will be planned to ensure all are actively involved.

The school will ensure it delivers teaching on sensitive topics, e.g. the body, in a way that is appropriate and sensitive to the various needs of the school community, e.g. cultural background. All teaching and resources will be assessed by the RSHE subject leader to ensure they are appropriate for the age and maturity of pupils, are sensitive to their religious backgrounds and meet the needs of any pupils with SEND, if applicable.

Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning. Inappropriate images, videos, etc. will not be used, and resources will be selected with sensitivity given to the age and cultural background of pupils. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's Online Safety Policy, and the Devices and Technology Acceptable Use Agreement for Pupils.

Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programmes accordingly. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly.

Teachers will focus heavily on the importance of healthy relationships, including marriage, when teaching RSE, though sensitivity will always be given as to not stigmatise pupils on the basis of their home circumstances. In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.

Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

At all points of delivery of the curriculum, parents will be consulted, and their views will be valued. What will be taught and how will be planned in conjunction with parents. All Personal Development learning journeys are available on the school website, and topics are shared in the personal development newsletter.

The procedures for assessing pupil progress are outlined in the 'Assessment' section of this policy.

### **Curriculum organisation**

The RSHE programme is delivered through a variety of opportunities including:

- **Designated PSHE time as part of a spiral curriculum**
- **Circle time**
- **Use of external agencies and services**
- **School ethos**
- **Small group work**
- **Cross-curricular links**
- **Assemblies**
- **Enrichment days or weeks**
- **Residential trips**

## **Terminology**

Pupils will be taught the anatomically correct names for body parts; the school will dispel myths and will also understand other names of body parts that can sometimes be used to replace the correct terminology. Lessons around keeping safe and how certain parts of the body should be private must be addressed to ensure pupils are not left vulnerable.

## **Dealing with difficult questions**

It is important that all school staff feel comfortable to take RSHE classes and answer questions from pupils. If the teacher does not feel confident leading discussions, then that is likely to be reflected by the pupils, and their learning will be compromised.

The school provides regular professional development training in how to deliver sex education; this includes sessions on confidentiality, setting ground rules, handling controversial issues, responding to awkward questions and an introduction to the rationale of why teaching RSHE is so important. Staff training will include sessions on how to deal with difficult questions. There may still be times when staff are faced with a difficult question in class that they feel uncomfortable or ill equipped to answer. In this case, they may wish to put the question to one side and seek advice from the RSHE subject leader.

## **10. Curriculum links**

The school will seek opportunities to draw links between RSHE and other curriculum subjects wherever possible to enhance pupils' learning. RSHE will be linked to the following subjects:

- **Citizenship** – pupils are provided with the knowledge, skills and understanding to help prepare them to play a full and active part in society, including an understanding of how laws are made and upheld and how to make sensible decisions.
- **Science** – pupils are taught about the main external parts of the body and changes to the human body as it grows, including puberty.
- **ICT and computing** – pupils are taught about how they can keep themselves safe online and the different risks that they may face online as they get older.
- **PE** – pupils can develop competence to excel in a broad range of physical activities, be physically active for sustained periods of time, engage in competitive sport and lead healthy, active lives.
- **PSHE** – pupils learn about respect and difference, values, and characteristics of individuals.

## **11. Working with parents**

The school understands that parents' role in the development of their children's understanding about relationships, sex and health is vital and will, therefore, engage parents as far as possible in their children's learning. This will include providing parents with frequent opportunities to understand and ask questions about the school's approach to RSHE. The school will consult closely with parents when reviewing the content of the school's RSHE curriculum, and give them regular opportunities to voice their opinions and concerns. The school will use the views of parents to inform decisions made about the curriculum content and delivery; however, parents will not be granted a 'veto' on curriculum content, and all final decisions will be the school's to make.

When in consultation with parents, the school will provide:

- The curriculum content, including what will be taught and when.
- Examples of the resources the school intends to use to deliver the curriculum can be requested
- Information about parents' right to withdraw their child from non-statutory elements of RSHE.

The school will remain aware that the teaching of some aspects of the curriculum may be of concern to parents. If parents have concerns regarding RSHE, they will submit these to [enquiries@uvhs.uk](mailto:enquiries@uvhs.uk), or contact the school office to arrange a meeting with the headteacher on telephone number: 01229483900

## **12. Working with external agencies**

Working with external agencies will be used to enhance the school's delivery of RSHE and bring in specialist knowledge and different ways of engaging pupils. External experts may be invited to assist from time-to-time with the delivery of the RSHE curriculum but will be expected to comply with the provisions of this policy.

When working with external agencies, the school will ensure:

- A teacher is present throughout these lessons.
- Visitors are given a copy of this policy and expected to comply with the guidelines outlined within it.
- All resources used by guest speakers are available, where possible to parents to view prior to lesson delivery. The lesson the external expert has planned fits with the school's planned curriculum and this policy.
- The expert's credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visitor Policy.
- The expert's lesson plan is age-appropriate and accessible for the pupils.
- That the materials the expert intends to use, as well the lesson plan, meet all pupils' needs, including those with SEND.
- That procedures for confidentiality are in place; this includes ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy.
- The school will use visitors to enhance teaching by an appropriate member of teaching staff, not to replace teaching by those staff.
- All resources used by guest speakers will be available, where possible to parents to view prior to lesson delivery.

## **13. Withdrawal from lessons**

The school will always recognise that parents have the right to have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE. The school will uphold that parents do not have a right to withdraw their child from the relationships or health elements of the programmes.

Requests to withdraw a child from sex education will be made *in writing* to the headteacher.

Before granting a withdrawal request, the headteacher will discuss the request with the parents and, as appropriate, the pupil, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum. The headteacher will inform parents of the benefits of their child receiving sex education and any detrimental effects that withdrawal might have. All discussions with parents will be documented. These records will be kept securely in the school office in line with the school's Records Management Policy.

Following discussions with parents, the school will respect the parents' request to withdraw their child up to and until three terms before the pupil turns 16. After this point, if the pupil wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the pupil with sex education.

Pupils who are withdrawn from sex education will receive appropriate, purposeful education during the full period of withdrawal.

For requests concerning the withdrawal of a pupil with SEND, the headteacher will take the pupils' specific needs into account when making their decision.

## **14. Equality and accessibility**

The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against pupils because of any of the protected characteristics.

The school will consider the backgrounds, gender, age range and needs of its pupils and determine whether it is necessary to put in place additional support for some pupils based on their protected characteristics.

The school will design the RSHE curriculum to be inclusive of all pupils. The school will be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to their characteristics, e.g. having SEND or being LGBTQ+. Teachers will understand that they may need to liaise with the SENCO and adapt their planning or work to appropriately deliver the curriculum to pupils with SEND.

Where there is a need to tailor content and teaching to meet the needs of pupils at different developmental stages, the school will ensure the teaching remains sensitive, age-appropriate and developmentally appropriate, and is delivered with reference to the law.

## **15. Safeguarding and confidentiality**

All pupils will be taught about keeping themselves and others safe, including online, as part of a broad and balanced curriculum.

To meet the DfE's best practice advice, the DSL will be involved in the formulation of safeguarding-related areas of the curriculum, as their knowledge and resources may help to address safeguarding issues more appropriately and effectively.

In teaching about safeguarding, the RSHE curriculum will be tailored to the specific needs and vulnerabilities of individual pupils, including pupils who are victims of abuse and pupils with SEND.

When teaching issues that are particularly sensitive, e.g. self-harm, consent or suicide, teachers will be made aware of the risks of inadvertently encouraging or providing instructions to pupils. Teaching of these subjects will always prioritise preventing harm to pupils as a central goal.

Confidentiality within the classroom will be an important component of RSHE, and teachers will be expected to respect the confidentiality of their pupils as far as is possible, in compliance with the school's Pupil Confidentiality Policy. Teachers will, however, understand that some aspects of RSHE may lead to a pupil raising a safeguarding concern, e.g. disclosing that they are being abused, and that if a disclosure is made, the DSL will be alerted immediately. Pupils will be made aware of how to raise their concerns or make a report, and how their report will be handled – this includes the process for when they have a concern about a peer.

In relation to safeguarding, the RSHE curriculum will cover the following aspects:

- Healthy and respectful relationships
- Boundaries and consent
- Stereotyping, prejudice and equality
- Body confidence and self-esteem
- How to recognise an abusive relationship, including coercive and controlling behaviour
- The concepts of, and laws relating to:
  - Sexual consent
  - Sexual exploitation
  - Abuse
  - Grooming
  - Coercion
  - Harassment
  - Rape

- Domestic abuse
- So called ‘honour’-based violence, e.g. forced marriage and FGM, and how to access support
- What constitutes sexual harassment and sexual violence and why these are always unacceptable

The RSHE curriculum will be kept under constant review and the school will consider scenarios in which safeguarding concerns and patterns of concerning behaviours, e.g. reports of sexual harassment, should be addressed by updating relevant parts of the RSHE curriculum.

## **16. Assessment**

The school will have the same high expectations of the quality of pupils’ work in RSHE as for other curriculum areas. Lessons will be planned to provide suitable challenge to pupils of all abilities.

Assessments used to identify where pupils need extra support or intervention. There are no formal examinations for RSHE; however, to assess pupil outcomes, the school will capture progress in the following way:

- End of topic reviews using Microsoft Forms which feed into a half termly review for the

The RSHE subject leader will be responsible for monitoring the quality of teaching and learning for the subject. They will conduct subject assessments on a termly basis, which will include a mixture of the following:

- Self-evaluations
- Lesson observations
- Topic feedback forms
- Learning walks
- Work scrutiny

The RSHE subject leader will create annual subject reports for the headteacher and governing board to report on the quality of the subjects. They will also work regularly and consistently with the headteacher and RSHE link governor, e.g. through monthly review meetings, to evaluate the effectiveness of the subjects and implement any changes.

## **17. Staff training**

Support will be provided by the RSHE subject leader to the relevant members of staff on a termly basis to ensure they are up-to-date with the RSHE curriculum. Training will also be scheduled around any updated guidance on the curriculum and any new developments, e.g. “sexting”, which may need to be addressed in relation to the curriculum. The materials are written so they are non-subject specialist. Everyone has access to these 10 free online modules to complete if they wish. It isn’t compulsory: [Courses – Brook](#)

Appropriately trained staff will be able to give pupils information on where and how to obtain confidential advice, counselling and treatment, as well as guidance on emergency contraception and its effectiveness.

## **18. Monitoring and review**

This policy will be reviewed by the headteacher in conjunction with the RSHE subject leader on an annual basis. Any changes needed to the policy, including changes to the programmes, will be implemented by the headteacher. Any changes to the policy will be clearly communicated to all members of staff and, where necessary, parents and pupils, involved in the RSHE curriculum.