



Relationships and Sex Education Policy

Clarity Independent School

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1. Aims

At Clarity Independent School, we follow a Christian Ethos. Our Christian ethos places love at the centre of all that we do, as it says in the bible:

"...These three remain; faith, hope and love – the greatest of these is love." (1 Corinthians 13:13)

At Clarity, we believe that children thrive in a loving environment, where they are free to be themselves, to be happy, to grow and learn. They are encouraged to be kind to one another, tolerate each other's different beliefs and convictions and have mutual respect for each other, their teachers and for other staff and visitors, learning ways to celebrate their uniqueness and individuality.

We learn and practise qualities for healthy relationships, safe and appropriate interactions, and treating everyone fairly and kindly with an attitude of love. We care for each other and want this to be a school where everyone is valued, has a voice and can share their gifts and talents.

The aims of relationships and sex education (RSE) at our school are to:

- › Provide a framework in which sensitive discussions can take place
- › Prepare pupils for puberty and support them through it, giving them an understanding of sexual development and the importance of health and hygiene
- › Help pupils develop feelings of self-respect, confidence and empathy
- › Create a positive culture around issues of sexuality and relationships
- › Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As an Independent School, we must provide relationships education to our all pupils as per section 34 of the [Children and Social work act 2017](#), following the DfE regulations; [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education, September 2021](#).



As an Independent School, we must meet the Independent School Standards and are not required to follow the National Curriculum. However, we are expected to offer all pupils a curriculum that is similar to the National Curriculum, including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Clarity Independent School we teach RSE as set out in this policy.

3. Policy development

This policy has been prepared in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff studied the contents of the policy and made recommendations
3. Parent consultation – parents were invited to comment and contribute towards the policy
4. Pupil consultation – pupils ideas of what they want from their RSE have been sought and included
5. Ratification – amendments have been made before the final policy was shared with all parties.

4. Definition

At Clarity Independent School, we teach RSE using a child-centred approach. We treat RSE as part of the children's social, moral, spiritual and cultural development, which involves learning about relationships, sexual health, sexuality, healthy lifestyles and personal identity.

RSE involves a combination of sharing information and exploring issues and values through educational, respectful discussion.

RSE is **not** about the promotion of experimentation or sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it following consultation.

We have developed this draft curriculum to consult with parents, pupils and staff, taking into account both the chronological age and the emotional maturity of pupils, as well as their individual needs and feelings. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and don't seek answers online.

Primary sex education is not compulsory in primary schools outside of the Science curriculum. At Clarity Independent School, it will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils may also receive stand-alone sex education sessions delivered by our wellbeing coach, or a trained health professional, where appropriate for their emotional age, which will follow this RSE policy.

Primary RSE:

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- › Families and people who care for me
- › Caring friendships
- › Respectful relationships
- › Online relationships
- › Being safe

For more information about our RSE curriculum, see Appendices 1 and 2.

Secondary RSE:

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- › Families
- › Respectful relationships, including friendships
- › Online and media
- › Being safe
- › Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include many different structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Considering SEND and individual vulnerabilities;

Staff are sensitive when answering questions and managing discussions with the children. They may use techniques such as distancing techniques, putting boundaries in beforehand to make sure discussion is kept within safe and healthy margins. They may also use 'Anonymous question boxes' for children to ask sensitive questions anonymously if they wish. Questions in RSE relating to sex and sexuality which go beyond what is set out for our RSE plan regarding their younger age, increased sensitivity surrounding their SEN or higher vulnerability need to be considered separately. Considering the ease of access of the internet, and the concern that unanswered questions may mean a child leans towards inappropriate sources of information, the Head Teacher places this at the class teacher and keyworker's discretion, to discuss and answer such questions with the pupil one to one, placing their wellbeing at centre and following the ethos of the school. Alternatively, this can be further explored with the wellbeing coach at a different time.

Re different sexualities and genders

We will be timely, clear, sensitive and respectful, always non-judgmental and protecting characteristics.



Young people may be discovering their understanding of sexual orientation or gender identity. In our teaching at Clarity we do not detail, advertise, attract, suggest, confirm or promote different genders or sexualities to the children.

Sexualities:

We do not differentiate between same sex or alternative sex relationships when teaching about relationships, rather we teach on relationships as a whole, focusing on the positive attributes and virtues that lead to successful relationships. Our aim is to support the children to lead healthy, happy lives, and for them to be able to manage healthy relationships with significant people in their lives, who they feel close to, and feel supported by, and in turn, give support to be close to their significant others.

The children are taught the law in a factual way, under British law. Preferences covered by the law are not taught individually but addressed within the realms of 'relationships' as a whole.

Identities:

Children are not taught a range of different identities as a choice to be selected from.

A child may decide to explore for themselves that whilst listening to teaching about relationships or gender, they perceive their own gender not to be in line with their biological sex.

Staff will listen sensitively, but will not confirm, deny or encourage the child to explore.

They will teach that this is permissible under British law but staff will not direct the child as to whether or not this, or the exploration of this, is 'right' for them, 'correct' for them, or 'wrong' for them, as these matters are individual matters of conscience, choices to be made by the individual over a long period of time with the assistance of qualified professionals where necessary.

Staff will listen on an individual one to one basis and the child can explore personal individual issues further within wellbeing sessions if desired.

We provide a safe space and equal opportunities for children to explore these things in learning and discussion, but staff will be careful not to encourage an exploration approach in pupils' lifestyles.

7. Roles and responsibilities

7.1 The Head Teacher

Debbie Hanson, the Head Teacher, is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

7.2 Staff

Teaching and supporting staff are responsible for:

- › Delivering RSE in a sensitive way and according to the school ethos
- › Modelling positive attitudes to RSE
- › Monitoring progress
- › Responding to the needs of individual pupils, including alerting the Head Teacher if a child has further needs than those that have been met by RSE delivered in the group setting, so that additional plans can be made
- › Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Head Teacher.



Class teachers are responsible for teaching RSE in our school, with additional and individualised support from each pupil's keyworker and the wellbeing coach.

7.3 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. Many children with autism have difficulties with theory of mind or social imagination, so find it hard to accept that other people do not have the same thoughts or opinions as they do. Therefore, teaching particularly focusses on learning that many of these issues are matters of individual conscience, that everyone is unique and has different thoughts, beliefs and opinions and 'this is ok'. We must respect them, even if they are not the same as our own and we do not have to adopt their thoughts, beliefs and opinions.

8. Parents' right to withdraw

Primary School

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE if a school delivers them.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Head Teacher.

Alternative, high-quality activities will be given to pupils who are withdrawn from sex education.

However, at Clarity, we deliver only the statutory components of sex education from the Science Curriculum within RSE at primary level, therefore, parents do not have the legal right to withdraw their children from RSE in primary at Clarity.

Secondary school:

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE in secondary school, up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Head Teacher.

A copy of withdrawal requests will be placed in the pupil's educational e-record on Arbor. The Head Teacher will discuss the request with parents and take the appropriate action.

Alternative, high-quality activities will be given to pupils who are withdrawn from sex education.

9. Training

Class leads are trained on the delivery of RSE as part of their induction and this is built upon during whole school CPD training. Supporting staff join them in further training as part of our continuing professional development calendar.

The Head Teacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by **Sharyn Ailara (Deputy Head)** through lesson observations, learning walks, planning and book scrutiny, etc., and pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. The quality of our RSE provision is overseen by **Debbie Hanson (Head Teacher)**.

This policy will be reviewed by **Sharyn Ailara (Deputy Head)** every two years. At every review, the parents, staff and pupils will be consulted and the policy will be approved by Debbie Hanson (the Head Teacher).



Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 2	Summer 1	Relationships: <ul style="list-style-type: none"> • Things that cause conflict between me and my friends • What I do when my friend makes me upset • Different types of families 	PSHE Association complete resources and SOW; Curriculum Maestro
Year 3	Autumn 1	Relationships: <ul style="list-style-type: none"> • Learn that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely. • Learn about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret. • Learn how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this. • Learn where to get advice and report concerns if worried about their own or someone else's personal safety (including online). 	PSHE Association complete resources and SOW; Curriculum Maestro
	Autumn 2,		
	Summer 1		
	Summer 2		



YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 4	Autumn 1	<p>Relationships:</p> <ul style="list-style-type: none"> Learn recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact. Learn to recognise the importance of self respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships. 	<p>PSHE Association complete resources and SOW; Curriculum Maestro</p>
	Spring 1	<ul style="list-style-type: none"> Learn to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own. 	
	Spring 2	<ul style="list-style-type: none"> Learn how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with. Learn about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns. 	
	Summer 1	<ul style="list-style-type: none"> E-safety Project: Child-led internet safety project to raise awareness and encourage peers and adults to be safer online, including Stranger danger, sharing information, online bullying and harassment (inc texting and sharing photos), GDPR and sharing personal information such as financial details, passwords, DOB etc. Learn to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own. Learn how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with. 	
Year 5	Spring 1	<p>Relationships:</p> <ul style="list-style-type: none"> Helping out with babies Gender Identity & LGBTQ+ introduction Self-esteem and Self worth Online behaviour and risks Stranger Danger 	<p>PSHE Association complete resources and SOW; Curriculum Maestro</p>
	Summer 2	<ul style="list-style-type: none"> Behaviour and Respect Friendships and feeling left out Friendships Peer pressure Loving, stable families 	



Appendix 2.1: By the end of primary school pupils should know (DfE)

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults



TOPIC	PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources



Physical Health and Mental Wellbeing

By the end of Primary school, pupils should know:

<p>Mental wellbeing</p>	<ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. •
<p>Internet safety and harms</p>	<ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online •
<p>Physical and Health Fitness</p>	<ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health. •



Healthy Eating	<ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). •
Drugs and Alcohol	<p>the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p> <ul style="list-style-type: none"> •
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. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination. •
Basic first aid	<ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries. •
Changing adolescent's 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. • about menstrual wellbeing including the key facts about the menstrual cycle. •



Appendix 2.2: By the end of secondary school pupils should know (DfE)

Relationships and sex education

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	<ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal



TOPIC	PUPILS SHOULD KNOW
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 • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	<ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment



Physical Health and Mental Wellbeing Secondary

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

Mental wellbeing	<ul style="list-style-type: none"> • how to talk about their emotions accurately and sensitively, using appropriate vocabulary. • that happiness is linked to being connected to others. • how to recognise the early signs of mental wellbeing concerns. • common types of mental ill health (e.g. anxiety and depression). • how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. • the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.
Internet and safety harms	<ul style="list-style-type: none"> • the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and 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	<ul style="list-style-type: none"> • the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. • the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health. • about the science relating to blood, organ and stem cell donation.
Healthy eating	<ul style="list-style-type: none"> • how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
Drugs alcohol and tobacco	<ul style="list-style-type: none"> • the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. • the law relating to the supply and possession of illegal substances. • the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. • the physical and psychological consequences of addiction, including alcohol dependency. • awareness of the dangers of drugs which are prescribed but still present serious health risks. • the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.



Health and prevention	<ul style="list-style-type: none">• about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.• about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.• (late secondary) the benefits of regular self-examination and screening.• 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	<ul style="list-style-type: none">• basic treatment for common injuries.• life-saving skills, including how to administer CPR.15• the purpose of defibrillators and when one might be needed•
Changing adolescent body	<ul style="list-style-type: none">• key facts about puberty, the changing adolescent body and menstrual wellbeing.<ul style="list-style-type: none">• the main changes which take place in males and females, and the implications for emotional and physical health.•



Appendix 3: Parent form: withdrawal from sex education within RSE (secondary)

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

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	<i>(Notes from discussions with parents and agreed actions taken to be included here, including alternative quality learning activity studied instead...)</i>