



Relationships, health and sex education policy

Primary and Secondary Academies

May 2025

Due for review end of May 2026

NSCTPol / ALL / 0025 / 2505a

Introduction

Relationships, Health and Sex education is an integral part of our personal, social and health education programme, an area considered important throughout our academies.

We believe that Relationships, Health and Sex education is an ongoing process, which should:

- Start from home and continue at school.
- Happen in partnership with parents.

Rationale

We have based our schools' relationships, sex and health education policy on guidance from the Department for Education (DfE).

www.gov.uk/government/publications/sex-and-relationship-education

Relationships, health and sex education forms part of the Personal, Social, Health and Economic (PSHE) Education, Science and Religious education curricula at our academies.

We do not use Relationships, Health and Sex Education as a means of promoting any form of sexual orientation, or any particular religious' views.

The school's programme of Relationships, Health and Sex education is embedded within the school's Personal, Social, Health and Economic (PSHE) curriculum and will help children to respect themselves, respect others and to move with confidence through adolescence into adulthood.

The latest DfE guidance suggests PSHE education should: -

- Be sensitive to the range of religious and cultural views about sexual behaviour.
- Ensure pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.
- Include clear, impartial scientific information on matters such as puberty, abortion and assisted conception.
- Be respectful of how pupils choose to identify themselves, whilst understanding that their sexual orientation and gender identity may be 'emerging'.
- Foster gender and LGBT equality and challenge all forms of discrimination and bullying.

At our academy, PSHE prepares pupils for the opportunities, responsibilities and experiences of later life. We aim to provide our pupils with learning experiences that develop their own moral values, which may include reflecting on a variety of different beliefs.

The programme is tailored to the age, physical and emotional maturity of the children and is delivered by academy staff. On occasion we will also invite professionals to deliver talks to children through assemblies (e.g. NSPCC, online safety etc). A positive effort has and will continue to be made to inform and involve parents.

Organisation

We teach sex and health education through different aspects of the curriculum. While we carry out the main sex education teaching in our Personal, Social, Health and Economic education (PSHE) curriculum, we also teach some relationships and sex education through other subject areas (for example science, religious education and sociology).

Equal opportunities

All pupils will have the opportunity to participate in sex and relationship education. We ensure Relationships, Health and Sex Education: -

- is inclusive and meets the needs of all students, including those with special educational needs and disabilities (SEND) by liaising with the SENDCo and specialist organisations to develop differentiated resources and lessons, which provides additional support.
- fosters gender equality and LGBT+ equality by using distancing techniques, including content that reflects inclusion and diversity.

Outcomes

The aims of the Relationships, Health and Sex Education programme are that students will: -

- know and understand their rights and responsibilities to others in all relationships
- have a clear focus on positive, strong and healthy relationships.
- know they have a right to feel safe in their relationships with others both on and offline
- know they have the responsibility to respect others, and to treat partners equally
- develop the skills of communication and self-assertion to safeguard themselves and seek help when it is needed
- develop the attributes of kindness, care and respect for others in all their relationships

The intended outcomes of students at our academies will of course vary between the Primary and Secondary Academies. Please see the following appendices for details.

APPENDIX 1

AIMS AND OBJECTIVES FOR PRIMARY ACADEMIES

APPENDIX 2

AIMS AND OBJECTIVES FOR SECONDARY ACADEMIES (Including Sixth Form)

Roles and responsibilities

Trustees and Academy Advisory Committees

The Trustees have overall responsibility for the Relationships and Sex Education policy at our academies and both they and the governors of each schools Academy Advisory Committee monitor its implementation and use.

Head teacher

It is the responsibility of the head teacher to ensure that both staff and parents are informed about our sex education policy, and that the policy is implemented effectively. It is also the head teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The head teacher liaises with external agencies regarding the school sex education programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

The head teacher monitors this policy on a regular basis and reports to the Chief Executive Officer and Trustees, when requested, on the effectiveness of the policy.

PSHE Education Lead

The Relationships, Health and Sex Education programme will be led by the PSHE lead(s) in each school who is responsible for: -

- Developing and co-ordinating curriculum and instruction
- Co-ordinating appropriate visitors
- Liaising with the senior leadership, safeguarding and pastoral teams to ensure that RSE reflects the needs of all students.

Monitoring and review

Alongside the Senior Leadership Team, the PSHE lead will also monitor the standards of children's work and the quality of teaching in sex education supported by the head teacher.

They will: -

- Attend inset training and feedback / disseminate to staff
- Consult and advise colleagues
- Monitor relationships, health and sex education throughout the school
- Assist the planning process
- Review annually the resources available and purchase any necessary equipment and books.
- Set clear realistic targets for raising awareness and understanding throughout the school

Teachers

All teachers deliver Relationships, Health and Sex Education, in accordance with statutory guidelines and the schools' policy and curriculum. Teachers have a responsibility to ensure all students are aware of their rights and responsibilities.

Teaching staff will receive Relationships, Health and Sex Education training on a regular basis, in accordance with the needs of the school and student body. Staff are supported to respond to pupils where their individual understanding goes beyond that of the planned unit of work. Staff can also seek support from the SEND team ensuring all pupils access the curriculum.

Parents and carers

Relationships, health and sex education starts from home. We will support parents by building positive relationships and forging links between parents, schools and external providers, fostered on mutual understanding, trust and co-operation.

In promoting this objective, we: -

- Inform parents about the schools' relationship, health and sex education policy and practice
- Answer any questions parents may have.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for relationships, health and sex education in the school.

Right to withdraw

Whilst we are not a maintained school, we follow the requirements of [Section 405 of the Education Act 1996](#) with regard to parents / carers right to withdraw their children from the non-statutory elements of relationships, health and sex education.

If a parent or carer wishes to withdraw their child from the non-statutory part of the syllabus, they should put their request in writing to the head teacher who will arrange for a discussion with the parent or provide a written response.

It should be noted that whilst we will always consider the wishes of parents where possible, many aspects of the lessons are part of the science curriculum that schools and academies have a statutory duty to teach.

Primary school pupils	Secondary school pupils
Relationships and health education are mandatory	Relationships and health education are mandatory and sex education is mandatory as part of the National Curriculum

Policy development

This policy continues to be developed in consultation with staff, pupils and parents. The consultation and policy development process usually involves the following steps: -

- a) **Review**
A working group pulls together all relevant information including recent national and local guidance.
- b) **Staff consultation**
School staff are given the opportunity to look at the policy and make recommendations
- c) **Parent / carer consultation**
Parents and any interested parties are invited to attend a meeting about the curriculum and complete a PSHE survey. Parent working parties are also formed
- d) **Pupils**
We continue to listen and respond to the views of young people to ensure the teaching of PSHE meets the needs of all our pupils
- e) **Ratification**
The Chief Executive Officer approves the final version further to head teacher collaboration on content.

Legislation (statutory regulations and guidance)

Under the revised DfE statutory guidance, we are required to teach relationships education / RSE as part of the PSHE and science curriculum.

The Relationships, Health and Sex Education policy supports safeguarding and child protection; social, moral, spiritual and cultural education; equalities; e-safety; inclusion; and positive behaviour by promoting safe, respectful and inclusive educational practices. Documents and legislation which inform the school's policy include: -

- [Keeping Children Safe in Education](#) (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act \(2010\)](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

Curriculum design

APPENDIX 1

CURRICULUM DESIGN FOR PRIMARY ACADEMIES

APPENDIX 2

CURRICULUM DESIGN FOR SECONDARY ACADEMIES (INCLUDING SIXTH FORM)

Safe and effective practice

We will ensure a safe learning environment by ensuring teachers have the training and environment needed to establish safe ground rules with students. Students are encouraged to ask questions, and will be given a safe environment to do so.

All students in Primary and Secondary will be taught and expected to use the correct terminology to discuss sex, gender, homosexuality at an age appropriate level and in Secondary, sexually transmitted infections and contraception.

Direct or explicit questions or comments that identify members of staff or students do not have to be answered, and will be handled sensitively by trained members of staff, including the safeguarding team. Teachers may use their discretion in sensitive situations (with the exception of a disclosure).

All staff teaching Relationships, Health and Sex Education will be supported by the PSHE Lead/Coordinator and SLT to ensure they have the knowledge and training to deal with students' sensitive questions.

Safeguarding

In the case of a disclosure, the designated safeguarding lead (DSL) will be notified and the appropriate safeguarding processes will be followed as outlined in the [Safeguarding, child protection and associated procedures](#) available in the policy section of the school website.

Aims and objectives for primary academies

Aims

- To provide a secure, sensitive and caring framework where learning and discussion can take place
- To provide information which is easy to understand, relevant and appropriate for the needs, age and maturity of the pupils
- Encourage the use of correct vocabulary
- To foster self-worth and awareness, together with a sense of moral responsibility
- To help the children to acquire and practice important life skills such as critical thinking, decision making, communication and assertiveness
- To ensure that sex education is available to all children regardless of gender, ability, cultural or religious background in line with the school's policy on equal opportunities

Objectives

Our intent for the PSHE curriculum is to nurture and develop responsible and well-rounded human beings and help children develop strategies and skills to have a happy and successful adult life and who make a meaningful contribution to society.

We will teach children life skills, behaviours and attitudes, in order to thrive in the challenges of an everchanging world. Children will be taught about the fundamental building blocks and characteristics of positive relationships and health including puberty.

The principle focus of our PSHE teaching has been developed with the aid of teaching scheme Jigsaw and an educational approach developed by SAPERE called Philosophy for Children (P4C).

Both teaching approaches supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

We have developed a primary PSHE Progression document across EYFS, Key stage 1 and 2, which sequence the knowledge and skills across the subject using the Jigsaw scheme and Philosophy for Children (P4C), remain in line with the DFE guidance 2020.

Jigsaw

This is a mindful approach to PSHE. It is a teaching and learning programme which includes the statutory RSHE (Relationships Education, Sex Education and Health Education) and has a strong focus on emotional and mental health and wellbeing. The Jigsaw Programme offers us a comprehensive, carefully thought-through scheme of work which brings consistency and progression to our children's learning in this vital curriculum area.

<https://www.jigsawpshe.com/>

P4C

This is a philosophical approach to learning and teaching that enables students to think with others and to think for themselves. P4C explores the big ideas that arise in all areas of education and life experience and uses philosophical dialogue and enquiry to help learners to think, to speak, to listen, to learn and to live together more effectively. <https://www.sapere.org.uk/what-is-p4c/>

P4C supports better learning and teaching

Learners learn better because: -

- they choose the subject matter, their voices are heard and valued
- in justifying their positions and listening to others, their vocabulary expands
- they learn how to disagree respectfully, which increases their tolerance and resilience
- they think and reflect more deeply, so their understanding improves

Teachers teach better because: -

- they learn how to facilitate meaningful discussion
- they develop new teaching strategies that can be used throughout their practice
- they see students' potential as independent thinkers
- by listening more, educators' relationships with their students flourish

P4C connects to the curriculum

A knowledge-rich curriculum is full of concepts that require unpacking. When we explore the contested meanings of these ideas through P4C, the curriculum comes alive and new connections between stages and subjects emerge. There are opportunities for philosophy in *every* area of the curriculum.

PSHE Knowledge

The areas of learning in PSHE are sequenced and linked through the following: -

1. Health and well being

This knowledge thread focuses on: -

- What is meant by a healthy lifestyle?
- How to maintain physical, mental and emotional health and wellbeing?
- How to manage risks to physical and emotional health and wellbeing?
- Ways of keeping physically and emotionally safe?
- Managing change, including puberty, transition and loss
- How to make informed choices about health and wellbeing and to recognise sources of help with this?
- How to respond in an emergency?
- How to identify different influences on health and wellbeing.

2. Relationships

This knowledge thread focuses on: -

- How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts?
- How to recognise and manage emotions within a range of relationships?
- How to recognise risky or negative relationships including all forms of bullying and abuse?
- How to respond to risky or negative relationships and ask for help?
- How to respect equality and diversity in relationships?

3. Living in the wider world

This knowledge thread focuses on: -

- Respect for self, others and the importance of responsible behaviours and actions.
- Rights and responsibilities as members of families, other groups and ultimately as citizens.
- Different groups and communities.
- Respecting diversity and equality and how to be a productive member of a diverse community.
- The importance of respecting and protecting the environment.
- Where money comes from, keeping it safe and the importance of managing it effectively.
- The part that money plays in people's lives.
- A basic understanding of enterprise.

There will also be scope in the medium term planning to allow children’s interests and enquiry to be explored although all knowledge threads and PSHE skills are covered.

PSHE Skills

Throughout our PSHE Curriculum our children will also develop key PSHE skills, through what we call, our four **Big ideas**;

PSHE Skills	The Big PSHE Ideas
Discussion and debate	<ul style="list-style-type: none"> • formulating questions as part of an enquiry based approach to learning. • presenting opinions and articulating ideas, showing an appreciation of others views and feelings • know how to talk about something in order to reach a decision or to exchange ideas in a civil manner
Critical thinking	<ul style="list-style-type: none"> • developing reasoning skills in order to reach a decision or resolution. • consider the consequences of a proposal, in order to manage or minimise risks.
Coping strategies	<ul style="list-style-type: none"> • developing resilience, including self-motivation, self-regulation, perseverance and adaptability to manage strong emotions and impulses in a variety of situations.
Collaboration	<ul style="list-style-type: none"> • developing the necessary skills to work effectively and efficiently as part of a group

These **Big ideas** will progress as children move throughout each Key Stage (EYFS / KS1 / KS2), each time building upon children’s prior learning.

P4C develops thinking skills and dispositions and SAPERE’s 4Cs thinking model supports the development of: -

- **caring thinking:** listening carefully, appreciating, thanking, showing interest, showing sensitivity, waiting your turn
- **collaborative thinking:** responding, supporting, building on other’s ideas, inviting, sharing tasks, negotiating, joining in
- **critical thinking:** questioning, reasoning, evaluating, weighing evidence, making distinctions, testing ideas, applying criteria
- **creative thinking:** making connections, suggesting alternatives, giving examples, exploring possibilities, considering perspectives

Relationship education in primary schools

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. The references R3/H5 etc can be cross-referenced on the Jigsaw mapping documents and Puzzle Maps to show which lessons throughout Jigsaw contribute to which statutory outcomes. All statutory outcomes are covered in the Jigsaw 3-11 Programme.

The guidance states that, by the end of primary school: -

	Pupils should know...	How Jigsaw provides the solution
Families and people who care for me	<ol style="list-style-type: none"> 1. that families are important for children growing up because they can give love, security and stability. 2. 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. 3. 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. 4. 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. 5. that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil 	<p>All of these aspects are covered in lessons within the Puzzles: -</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference • Being Me in My World

	<p>or religious).</p> <p>6. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>	
Caring friendships	<p>7. how important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>8. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>9. that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded</p> <p>10. 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</p> <p>11. 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 and advice from others, if needed</p>	
Respectful relationships	<p>12. 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</p> <p>13. practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>14. the conventions of courtesy and manners</p> <p>15. the importance of self-respect and how this links to their own happiness</p>	

	<p>16. 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</p> <p>17. 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</p> <p>18. what a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>19. the importance of permission-seeking and giving in relationships with friends, peers and adults</p>	
<p>Online relationships</p>	<p>20. that people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>21. 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.</p> <p>22. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>23. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>24. how information and data is shared and used online.</p>	<p>All of these aspects are covered in lessons within the Puzzles: -</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference
<p>Being safe</p>	<p>25. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>26. 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.</p> <p>27. that each person’s body belongs to them, and the</p>	<p>All of these aspects are covered in lessons within the Puzzles: -</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference

	<p>differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>28. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>29. how to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>30. how to ask for advice or help for themselves or others, and to keep trying until they are heard,</p> <p>31. how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>32. where to get advice e.g. family, school and/or other sources.</p>	
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Physical health and mental well-being in primary schools

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

The guidance states that, by the end of primary school: -

	Pupils should know	How Jigsaw provides the solution
Mental wellbeing	<ol style="list-style-type: none"> 1. that mental wellbeing is a normal part of daily life, in the same way as physical health. 2. 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. 3. 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. 4. how to judge whether what they are feeling and 	<p>All of these aspects are covered in lessons within the Puzzles: -</p> <ul style="list-style-type: none"> • Healthy Me • Relationships • Changing Me • Celebrating Difference

	<p>how they are behaving is appropriate and proportionate.</p> <ol style="list-style-type: none"> 5. the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. 6. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. 7. isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. 8. that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. 9. 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 well-being or ability to control their emotions (including issues arising online). 10. 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>	<ol style="list-style-type: none"> 11. that for most people the internet is an integral part of life and has many benefits. 12. 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. 13. how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private. 14. why social media, some computer games and 	<p>All of these aspects are covered in lessons within the Puzzles: -</p> <ul style="list-style-type: none"> • Relationships • Healthy Me

	<p>online gaming, for example, are age restricted.</p> <p>15. 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.</p> <p>16. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p> <p>17. where and how to report concerns and get support with issues online.</p>	
Physical health and fitness	<p>18. the characteristics and mental and physical benefits of an active lifestyle.</p> <p>19. 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.</p> <p>20. the risks associated with an inactive lifestyle (including obesity).</p> <p>21. how and when to seek support including which adults to speak to in school if they are worried about their health.</p>	<p>All of these aspects are covered in lessons within the Puzzles: -</p> <ul style="list-style-type: none"> • Healthy Me
Healthy eating	<p>22. what constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p>23. the principles of planning and preparing a range of healthy meals.</p> <p>24. 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).</p>	<p>All of these aspects are covered in lessons within the Puzzles: -</p> <ul style="list-style-type: none"> • Healthy Me
Drugs, alcohol and	<p>25. the facts about legal and illegal harmful substances and associated risks, including</p>	

tobacco	smoking, alcohol use and drug-taking	
Health and prevention	<p>26. how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</p> <p>27. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p> <p>28. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</p> <p>29. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</p> <p>30. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p> <p>31. the facts and science relating to immunisation and vaccination</p>	<p>All of these aspects are covered in lessons within the Puzzles: -</p> <ul style="list-style-type: none"> • Healthy Me
Basic first aid	<p>32. how to make a clear and efficient call to emergency services if necessary.</p> <p>33. concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p>	<p>All of these aspects are covered in lessons within the Puzzles: -</p> <ul style="list-style-type: none"> • Healthy Me
Changing adolescent body	<p>34. key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>35. about menstrual wellbeing including the key facts about the menstrual cycle.</p>	<p>All of these aspects are covered in lessons within the Puzzles: -</p> <ul style="list-style-type: none"> • Changing Me • Healthy Me

Communication with parents

We share information with our parents termly, through our curriculum newsletter, outlining what we teach and when. In addition to this the Jigsaw programme has provided an information booklet for parents and carers that will be available on the schools' website.

In the Jigsaw scheme human reproduction is taught from Year 4 through the 'Changing Me' Unit, in the summer term. Within this unit there are 2 lessons from years 4-6, that are specifically about either puberty (statutory) or how babies are made (non-statutory). At the start of the summer term parents will be informed what will be taught, through the curriculum newsletter.

It is important to understand how the different aspects are delivered;

- Relationships, health and sex education is delivered through the JIGSAW scheme. This is for all pupils in EYFS to Year 6 at an age-appropriate level.
- Biological aspects of relationships, health and sex education within Jigsaw; parts of the body are delivered through the Science Curriculum for pupils in years 1 to 3. Puberty and changing adolescents is delivered for pupils in Years 4 to 6 at an age-appropriate level.

Aims and objectives for secondary academies (including sixth form)

Aims

To deliver a comprehensive RSE programme in line with legislation and guidance from professional bodies such as the PSHE Association. Relationships and sex education will adopt the following recommendations made in the Department for Education's guidance '[Relationships and Sex Education and Personal, Social, Health and Economic Education](#)'. None of the PSHE lessons aim to persuade students that a particular viewpoint or attitude is correct or that they should conduct themselves in a particular way.

Students will learn

- About different types of relationships, including friendships, family relationships, dealing with strangers and intimate relationships
- Factual knowledge about sex, sexual health and sexuality, within the context of relationships.
- How to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and how to manage conflict, as well as how to recognise unhealthy relationships and where to go for help and advice.
- How consent can be given and the legal frameworks around consent
- The impact of sexual harassment, coercion and sexual violence in society
- How relationships may affect health and wellbeing, including mental health
- About healthy relationships and safety online
- The impact and dangers of pornography
- The legal, social and health impacts of Female Genital Mutilation (FGM) and Child Sexual Exploitation (CSE)

Relationships and sex education at secondary level is taught comprehensively through a range of subjects including Science, Religious Studies, Sociology, English and History as well as in specific RSE lessons as part of the PSHE curriculum. Students at all key stages have fortnightly timetabled PSHE lessons which includes a RSE unit. All of the PSHE teaching reflects statutory and curriculum requirements, as well as examples of best practice.

In addition to this, we hold specific RSE assemblies, workshops led by external providers, such as Enfield Sexual Health nurse team, as well as 'off timetable' STRIVE character days.

By learning about relationships and sex, we aim to instil the following skills, attitudes and values in our students:

Personal and social skills

- How to manage emotions and relationships confidently and sensitively
- Developing self-respect and empathy to others
- How to make decisions and choices that may affect themselves and others
- How to recognise the consequences and outcomes of choices
- How to behave positively and assertively to set and respect boundaries
- How to recognise, avoid and report exploitation and abuse
- How to approach issues from a range of opinions and viewpoints

Attitudes and values

- To recognise and respect the importance of personal values in making decisions
- To understand the importance of consent and personal voice
- Respect, love and care for others
- To treat others with kindness and without prejudice
- To be critical thinkers and consumers of media
- To not feel pressured to behave in a certain way
- To develop an understanding of students' personal values and what influences these

The following is an outline of the content taught as part of the new relationships curriculum in secondary school: -

Families

- 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.

Healthy relationships

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

Online and media

- 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

- 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

- How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
- That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.
- The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.

- That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- That they have a choice to delay sex or to enjoy intimacy without sex.
- The facts about the full range of contraceptive choices, efficacy and options available.
- The facts around pregnancy including miscarriage.
- That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).
- How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.
- About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- How the use of alcohol and drugs can lead to risky sexual behaviour
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

Students will also learn the legal guidelines around the following topics in order to prepare them to make informed and responsible choices during their lives:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs

- extremism and radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)

Students will also study the following as part of the PSHE and RSE curriculum.

Mental wellbeing

- how to talk about emotions accurately and sensitively, using appropriate vocabulary.
- that happiness is linked to being connected to others.
- how to recognise the early signs of mental wellbeing concerns
- common types of mental ill health (e.g. anxiety and depression).
- how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.
- the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

Internet safety and harms

- 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

- 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

- how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Drugs, alcohol and tobacco

- 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

- 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

- basic treatment for common injuries.
- life-saving skills, including how to administer CPR.
- the purpose of defibrillators and when one might be needed.

Changing adolescent bodies

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

Students will know:

- that fertilisation in humans is the fusion of the male and female cell
- the physical and emotional changes that take place during adolescence
- about the human reproductive system, including the menstrual cycle and fertilisation
- how the foetus develops in the uterus
- how the growth and reproduction of bacteria and the replication of viruses can affect health
- how the media influences understanding and attitudes towards sexual health
- how good relationships can promote mental wellbeing
- the law relating to sexual behaviour of young people
- a range of sources of advice and support
- about when and where to get help, such as genitourinary medicine clinics
- some medical uses of hormones including the control and promotion of fertility
- the defence mechanisms of the body
- how sex is determined in humans
- how HIV and other sexually transmitted infections affect the body
- the risks of early sexual activity and the link with the use of alcohol
- the link between eating disorders and self-image and sexual identity
- how different forms of contraception work and where to get advice

- the role of statutory and voluntary organisations and how to access them
- the law in relation to sexual activity for young people and adults
- how their own identity is influenced by their personal values, those of their family and of society
- how to respond appropriately within a range of social relationships
- the benefits of marriage or a stable partnership in bringing up children

By the end of their time at school, pupils will have considered:

- how self-concept affects their self-confidence and behaviour
- the importance of respecting differences in relation to gender and sexuality
- issues such as the costs of early sexual activity [economic / emotional / physical]
- how it feels to be different and be discriminated against
- the unacceptability of prejudice and homophobic bullying
- what rights and responsibilities mean in relationships [including issues around consent]
- pressures around sexual behaviour and how to respond appropriately
- how personal, family and social values influence behaviour
- the arguments around moral issues such as abortion, contraception and the age of consent
- the individual contributions made by partners in a sustained relationship and how these can be of joy or benefit to both

PSHE and RSE in the Sixth form

PSHE and RSE in the Sixth Form will be studied with a dedicated timetabled lesson every fortnight. All of the PSHE teaching reflects statutory and curriculum requirements, as well as examples of best practice. In addition to this, we hold specific RSE assemblies, workshops led by external providers, such as Enfield Sexual Health nurse team, as well as 'off timetable' STRIVE character days.

We will continue to develop students understanding of RSE in line with the statutory guidance and as a continuation of RSE taught in years 7 through 11. The intention is that this will help students as they become young adults and prepare them for their next steps on their journey into work, university or further study after they leave us.

We appreciate that PSHE and RSE at Sixth Form level is likely to look and feel different to PSHE and RSE in years 7 through 11 given that students are older and therefore will bring a range of their own life experiences and new problems that they may have not faced previously.