



Work Hard – Be Kind

### **RSHE Curriculum**

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. This is why Relationships Education is compulsory in all primary schools in England and Relationships and Sex Education is compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools.

#### **What is RSHE and what do pupils learn?**

RSHE stands for relationships, sex and health education.

Relationships education has been compulsory for pupils in primary education since September 2020, while secondary schools are required to teach students relationships and sex education (RSE, Appendix 1). Health education is now compulsory in all schools too (see Appendix 2).

- In primary schools, the subjects should put in place the key building blocks for healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.
- At secondary school, teaching builds on this and develops pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex and how to have positive and healthy sexual relationships.

The current [RSHE guidance](#) can be found here.

#### **Does my child's school have to teach RSHE?**

It is mandatory for RSHE to be taught in all schools. DfE expects all schools to teach the **full RSHE** curriculum to secondary age pupils and **relationships** and **health** education to primary age pupils.

Primary schools may also teach sex education where appropriate. The teaching of RSHE is reviewed by Ofsted at inspection.

Schools should also ensure that the policy meets the needs of pupils and parents and reflects the community they serve.

At King's Oak Academy, we **must** provide the following to all pupils (statutory):

- Relationships education
- Health education

Schools **aren't** required (non-statutory) to provide sex education part of the Primary curriculum, but Cabot Learning Federation, which we are part of, has decided to teach this aspect.

#### **Right to Withdraw**

Primary: Reception – Year 6

### **Can I ask for my child to be removed from these lessons?**

Parents/carers have a right to request that their Primary school child is withdrawn from sex education, but not from relationships education or health education. Parents/carers can ask their school for their child to be withdrawn from some or all of sex education lessons. Parents/carer do not have the right to withdraw their child from National Curriculum Science, which includes elements of sex education such as puberty and reproduction.

Secondary: Year 7 – Year 11

### **Can I ask for my child to be removed from these lessons?**

You cannot withdraw your child from Health Education or the Relationships Education element of Relationships and Sex Education, because it is important that all children receive this content, covering topics such as friendships and how to stay safe. If you do not want your child to take part in some or all of the Sex Education lessons delivered at secondary, you can ask that they are withdrawn. Your child's head teacher will consider this request and discuss it with you, and will grant this in all but exceptional circumstances, up until three school terms before your child turns 16. At this age, your child can choose to receive Sex Education if they would like to, and the school should arrange for your child to receive this teaching in one of those three terms (unless there are exceptional circumstances).

#### **What has to be covered in Relationships education:**

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

You are unable to withdraw your child from this part of the curriculum.

#### **What has to be covered in Health education:**

- Mental well being
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

You are unable to withdraw your child from this part of the curriculum.

### **RSHE Reception-Year 6 Curriculum Programme**

From Reception to Year 6, our RHSE curriculum is delivered through the Jigsaw programme of study. The two Jigsaw strands specifically covering RSHE content are below. Every year, King's Oak Academy communicates the programme of study of these key strands via letters to parents/carers prior to these being delivered in order to maintain transparency, encourage communication between home and school and provide opportunities for parents/carers to ask questions prior to the content being delivered in school:

- Jigsaw Relationships Puzzle
- Jigsaw Changing Me Puzzle

### Jigsaw Relationships Puzzle Map Term 5

Reception	
Term 5 Pieces	PSHE Learning Intention
My family and me	I can identify some of the jobs I do in my family and how I feel like I belong.
Make friends, make friends never ever break friends (part 1)	I know how to make friends and to stop myself from feeling lonely.
Make friends, make friends never ever break friends (part 2)	I can think of ways to solve problems and to stay friends.
Falling out and bullying (part 1)	I am starting to understand the impact of unkind words.
Falling out and bullying (part 2)	I can use Calm me time to manage my emotions.
Being the best friends that we can be	I know how to be a good friend.

Year 1		
Term 5 Pieces	PSHE Learning Intention	Social and Emotional development Learning Intention
Families	I can identify the members of my family and understand that there are lots of different types of families.	I know how it feels to belong to family and care about the people who are important to me.
Making Friends	I can identify what being a good friend means to me.	I know how to make a new friend.
Greetings	I know appropriate ways of physical contact to greet my friends and know which ways I prefer.	I can recognise which forms of physical contact are acceptable and unacceptable to me.
People who Help us	I know who can help me in my school community.	I know when I need help and know how to ask for it.
Being my own best friend	I can recognise my qualities as a person and friend.	I know ways to praise myself.
Celebrating my special friendships	I can tell you why I appreciate someone who is special to me.	I can express how I feel about them.

Year 2		
Term 5 Pieces	PSHE Learning Intention	Social and Emotional development Learning Intention
Families	I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate	I accept that everyone's family is different and understand that most people value their family
Keeping Safe - exploring physical contact	I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not	I know which types of physical contact I like and don't like and can talk about this
Friends and Conflict	I can identify some of the things that cause conflict with my friends	I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends
Secrets	I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret	I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this

Trust and Appreciation	I recognise and appreciate people who can help me in my family, my school and my community	I understand how it feels to trust someone
Celebrating My Special Relationships	I can express my appreciation for the people in my special relationships	I am comfortable accepting appreciation from others

Year 3		
Term 5 Pieces	PSHE Learning Intention	Social and Emotional development Learning Intention
Family Roles and Responsibilities	I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females	I can describe how taking some responsibility in my family makes me feel
Friendship	I can identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener	I know how to negotiate in conflict situations to try to find a win-win solution
Keeping Myself Safe Online	I know and can use some strategies for keeping myself safe online	I know who to ask for help if I am worried or concerned about anything online
Being a Global Citizen 1	I can explain how some of the actions and work of people around the world help and influence my life	I can show an awareness of how this could affect my choices
Being a Global Citizen 2	I understand how my needs and rights are shared by children around the world and can identify how our lives may be different	I can empathise with children whose lives are different to mine and appreciate what I may learn from them
Celebrating My Web of Relationships	I know how to express my appreciation to my friends and family	I enjoy being part of a family and friendship groups

Year 4		
Term 5 Pieces	PSHE Learning Intention	Social and Emotional development Learning Intention
Jealousy	I can recognise situations which can cause jealousy in relationships	I can identify feelings associated with jealousy and suggest strategies to problem-solve when this happens
Love and Loss	I can identify someone I love and can express why they are special to me	I know how most people feel when they lose someone or something they love
Memories Puzzle outcome: Memory Box	I can tell you about someone I know that I no longer see	I understand that we can remember people even if we no longer see them
Getting on and Falling Out	I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends	I know how to stand up for myself and how to negotiate and compromise
Girlfriends and Boyfriends	I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older	I understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/ girlfriend
Celebrating My Relationships with People and Animals	I know how to show love and appreciation to the people and animals who are special to me	I can love and be loved

**Year 5**

<b>Term 5 Pieces</b>	<b>PSHE Learning Intention</b>	<b>Social and Emotional development Learning Intention</b>
Recognising Me	I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities	I know how to keep building my own self-esteem
Safety with Online Communities	I understand that belonging to an online community can have positive and negative consequences	I can recognise when an online community feels unsafe or uncomfortable
Being in an Online Community	I understand there are rights and responsibilities in an online community or social network	I can recognise when an online community is helpful or unhelpful to me
Online Gaming	I know there are rights and responsibilities when playing a game online	I can recognise when an online game is becoming unhelpful or unsafe
My Relationship with Technology: screen time	I can recognise when I am spending too much time using devices (screen time)	I can identify things I can do to reduce screen time, so my health isn't affected
Relationships and Technology	I can explain how to stay safe when using technology to communicate with my friends	I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others

<b>Year 6</b>		
<b>Term 5 Pieces</b>	<b>PSHE Learning Intention</b>	<b>Social and Emotional development Learning Intention</b>
What is Mental Health?	I know that it is important to take care of my mental health	I understand that people can get problems with their mental health and that it is nothing to be ashamed of
My Mental Health	I know how to take care of my mental health	I can help myself and others when worried about a mental health problem
Love and Loss	I understand that there are different stages of grief and that there are different types of loss that cause people to grieve	I can recognise when I am feeling those emotions and have strategies to manage them
Power and Control	I can recognise when people are trying to gain power or control	I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control
Being Online: Real or Fake? Safe or Unsafe?	I can judge whether something online is safe and helpful for me	I can resist pressure to do something online that might hurt myself or others
Using Technology Responsibly	I can use technology positively and safely to communicate with my friends and family	I can take responsibility for my own safety and well-being

### Changing Me Puzzle Map Term 6

<b>Reception</b>	
<b>Term 6 Pieces</b>	<b>PSHE Learning Intention</b>
My body	I can name the parts of my body.
Respecting my body	I can tell you some things I can do and foods I can eat to stay healthy.

Growing up	I understand that we all grow from babies into adults.
Fun and fears (part 1)	I can express how I am feeling about moving to Year One.
Fun and fears (part 2)	I can talk about my worries and/or the things I am looking forward to in Year One.
Celebration	I can share my memories of the best bits of this year in Reception.

Year 1		
Term 6 Pieces	PSHE Learning Intention	Social and Emotional development Learning Intention
Life cycles	I am starting to understand the life cycles of animals and humans.	I understand that changes happen as we grow and that this is OK.
Changing me	I can tell you some of the things about me that have changed and some things about me that have stayed the same.	I know that changes are OK and that sometimes they will happen whether I want them to or not.
My changing body	I can tell you how my body has changed since I was a baby (Health Education)	I understand that growing up is natural and everyone grows at different rates.
Boy's and Girl's bodies	I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva and anus ( <i>non-statutory</i> ).	I respect my body and understand which parts are private.
Learning and growing	I understand that every time I learn something new I change a little bit.	I enjoy learning new things.
Coping with changes	I can tell you about changes that have happened in my life.	I know some ways to cope with changes.

Year 2		
Term 6 Pieces	PSHE Learning Intention	Social and Emotional development Learning Intention
Life Cycles in Nature		I understand there are some changes that are outside my control and can recognise how I feel about this
Growing from Young to Old	I can tell you about the natural process of growing from young to old and understand that this is not in my control	I can identify people I respect who are older than me
The Changing Me	I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old	I feel proud about becoming more independent
Boys' and Girls' Bodies	I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private ( <i>non-statutory</i> )	I can tell you what I like/don't like about being a boy/girl
Assertiveness	I understand there are different types of touch and can tell you which ones I like and don't like	I am confident to say what I like and don't like and can ask for help

Looking Ahead	I can identify what I am looking forward to when I move to my next class	I can start to think about changes I will make when I am in Year 3 and know how to go about this
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Year 3		
Term 6 Pieces	PSHE Learning Intention	Social and Emotional development Learning Intention
How Babies Grow	I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby (Health Education)	I can express how I feel when I see babies or baby animals
Babies	I understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow	I can express how I might feel if I had a new baby in my family
Outside Body Changes	I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies I can identify how boys' and girls' bodies change on the outside during this growing up process (Health Education)	I recognise how I feel about these changes happening to me and know how to cope with those feelings
Inside Body Changes	I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up (Health Education)	I recognise how I feel about these changes happening to me and know how to cope with these feelings
Family Stereotypes	I can start to recognise stereotypical ideas I might have about parenting and family roles	I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes
Looking Ahead	I identify what I am looking forward to when I move to my next class	I start to think about changes I will make next year and know how to go about this

Year 4		
Term 6 Pieces	PSHE Learning Intention	Social and Emotional development Learning Intention
Unique Me	I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm (Health Education)	I appreciate that I am a truly unique human being
Having a Baby	I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby (Health Education)	I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult
Girls and Puberty	I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that	I have strategies to help me cope with the physical and emotional changes I will experience during puberty

	menstruation (having periods) is a natural part of this (Health Education)	
Circles of Change	I know how the circle of change works and can apply it to changes I want to make in my life	I am confident enough to try to make changes when I think they will benefit me
Accepting Change	I can identify changes that have been and may continue to be outside of my control that I learnt to accept	I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively
Looking Ahead	I can identify what I am looking forward to when I move to a new class	I can reflect on the changes I would like to make next year and can describe how to go about this

Year 5		
Term 6 Pieces	PSHE Learning Intention	Social and Emotional development Learning Intention
Self and Body Image	I am aware of my own self-image and how my body image fits into that	I know how to develop my own self esteem
Puberty for Girls	I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally (Health Education)	I understand that puberty is a natural process that happens to everybody and that it will be ok for me
Puberty for boys	I can describe how boys' and girls' bodies change during puberty (Health Education)	I can express how I feel about the changes that will happen to me during puberty
Conception	I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby ( <i>non-statutory</i> )	I appreciate how amazing it is that human bodies can reproduce in these ways
Looking Ahead 1	I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)	I am confident that I can cope with the changes that growing up will bring
Looking Ahead 2	I can identify what I am looking forward to when I move to my next class	I can start to think about changes I will make next year and know how to go about this

Year 6		
Term 6 Pieces	PSHE Learning Intention	Social and Emotional development Learning Intention
My Self Image	I am aware of my own self-image and how my body image fits into that	I know how to develop my own self esteem
Puberty	I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally (Health Education)	I can express how I feel about the changes that will happen to me during puberty



Babies: Conception to Birth	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born (Health Education)	I can recognise how I feel when I reflect on the development and birth of a baby
Boyfriends and Girlfriends	I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend	I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to
Real self and ideal self	I am aware of the importance of a positive self-esteem and what I can do to develop it	I can express how I feel about my self-image and know how to challenge negative 'body-talk'
The Year Ahead	I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class	I know how to prepare myself emotionally for the changes next year

### RSHE Year 7-Year 11 Curriculum Programme

#### KS3: Year 7-Year 9

#### Year 7 RSHE Term 3/4

Lesson Title	Lesson Objective
Puberty	To know the physical and emotional changes that happen during puberty.
Managing Feelings	To learn strategies for managing own emotions.
Conception and IVF	To know the process of human conception.
Menstruation to Menopause	To understand about periods.
Health and Hygiene	To explore the different ways, we can have personal hygiene to reduce spreading germs.

#### Year 8 RSHE Term 3/4

Lesson Title	Lesson Objective
Families and Relationships	To look at the qualities needed for successful relationships in all types of families.
Healthy Relationships and Consent	To know what a healthy relationship looks like.
Domestic Conflict and Running Away	To understand how we can avoid conflict at home and discuss if running away actually helps.
Unplanned Consequences of Sex	To know the law and the new online safety bill.
Sexting and Online Safety	To understand what sexting is and the laws around it.

#### Year 9 RSHE Term 3/4

Lesson Title	Lesson Objective
Consent	To understand what consent means.
Contraception	To understand what types are there, how they work and where you can get them from.
STI's	To understand the consequences of unprotected sex.
Teen Pregnancy and Parenting	To understand what it is like to be part of a teenage pregnancy.
LGBTQ+	To learn what LGBTQAI+ stands for.

#### KS4: Year 10-Year 11

##### Year 10 RSHE

Lesson Title	Lesson Objective
Gender and Trans Identity	To understand the importance of learning about sex, gender and trans identity.
Gender Stereotypes	To learn about the dangers of gender stereotypes.
LGBTQIA+	To understand the LGBTQIA+ community.
Safe Relationships	To learn how to stay safe in a relationship.
Fertility and Abortion	To learn about fertility and abortion.
Online Pornography	To understand that pornography can show a stereotypical portrayal of relationships, bodies, gender and sex.

##### Year 11 RSHE

Lesson Title	Lesson Objective
Consent, Rape and Sexual Abuse	To understand what consent is and how it links to rape and sexual abuse.
Relationships and the Law	To suggest ways to keep myself and others safe regarding their relationships.
Power in Relationships	To understand the balance of power.
Types of Relationships	To describe different types of relationships and understand how there are many different types of relationships.
Intimate and Romantic Relationships	To know how intimate relationships can move through different stages and how behaviour may change according to the stage.
Coming out as LGBTQ+	To understand that coming out as LGBTQ+ can be challenging for some and it is up to them to choose when it is the right time for this.
What is Consent	To understand the meaning and importance of consent in all forms of an intimate relationship.
What is Safe Sex	To know the types of contraception and where it is available.
What is Reproductive Health	To learn about reproductive health.
Safe Relationships	To understand how we can keep safe in relationships.

Unplanned Pregnancy and Options	To understand the different pregnancy outcomes and choices.
CC Relationships	To understand what stalking and harassment is and the law protects us.

## **Appendix 1 - DfE Expectations: Relationships Education**

### **By the end of primary school:**

#### **Families and people who care for me**

Pupils should know:

- 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**

Pupils should know:

- 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**

Pupils should know:

- 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.

### **Online relationships**

Pupils should know:

- 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**

Pupils should know:

- 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.

## **Relationships and Sex Education**

### **By the end of secondary school:**

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:

#### **Families**

Pupils should 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 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 in to.
- 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**

Pupils should know:

- 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**

Pupils should know:

- 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**

Pupils should know:

- 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**

Pupils should 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 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.

Since September 2020 parents can only opt to withdraw their child from sex education elements of RSHE (not relationship elements), up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school must make arrangements to provide the child with sex education during one of those terms.

## **Appendix 2 - DfE Expectations: Health Education**

### **By the end of primary school:**

#### **Mental wellbeing**

Pupils should know:

- 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.

### **Internet safety and harms**

Pupils should know:

- 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.

### **Physical health and fitness**

Pupils should know:

- 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**

Pupils should know:

- 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, alcohol and tobacco**

Pupils should know:



- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

### **Health and prevention**

Pupils should know:

- 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**

Pupils should know:

- 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 body**

Pupils should know:

- 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.

### **By the end of secondary school:**

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**

Pupils should 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.
- 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**

Pupils should know:

- 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**

Pupils should know:

- 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**

Pupils should 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**

Pupils should know:

- 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**

Pupils should know:

- 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**

Pupils should know:

- 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 body**

Pupils should know:

- 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