



# Whitburn Church of England Academy

## Relationship and Sex Education (RSE) Policy

### Preface

The Academy Vision and Values can be found here

<https://www.whitburncofeacademy.org/about-us/academy-ethos.html>

### Legislation

This policy is compliant with the following guidance:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education, DfE June 2019
- DfE 'Science programmes of study: Key Stage 3' updated 6<sup>th</sup> May 2015
- DfE 'Science programmes of study: Key Stage 4' updated 6<sup>th</sup> May 2015
- DfE 'Personal, social, health and economic (PSHE) education' June 2019

### Policy Context and Rationale

This policy covers our approach to the teaching of Relationships and Sex Education (RSE) at Key Stages 3, 4 and 5. It was produced by the PSHE Co-ordinator through consultation with staff and Governors. Consultation took place in the form of meetings in spring term 2021 in which the policy was discussed. Student needs have informed the creation of this policy through Public Health England reports identifying the needs of young people in South Tyneside. Needs were also identified through Student Voice surveys during Autumn Term 2020, as well as Student Representative consultation in Spring term 2021. The policy and core focuses will be reviewed in September 2022, informed by ongoing students and parent/carers consultation.

### Policy Availability

This policy will be shared with all staff and will be available to parent/carers through the school website and via the school office.

### Aims of Relationship and Sex Education

At Whitburn Church of England Academy we strive to create a kind, caring community in which everyone feels valued and everyone treats one another with respect and sensitivity. All students in our school community are treated as individuals, all different but all equal, and this policy is underpinned by the Academy's vision and Christian ethos; allowing all students pupils to develop within a safe and supportive environment.

We believe that effective personal development is crucial to the rounded education provided to our students and that every child should have access to effective Relationships and Sex Education (RSE). RSE is lifelong learning about physical, sexual, moral and emotional development. It is about understanding the importance of stable and loving relationships, and respect, love and care for family life. The aim of RSE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious and moral dimensions of sexual health. We believe it is important to address this area of the curriculum because pupils have a universal entitlement to learning that will enable them to live safe, fulfilled and healthy lives. RSE gives young people the information they need to help them develop healthy, nurturing relationships of all kinds, including online and not just intimate relationships, and provides clear progression from what is taught in primary school 'Relationship Education'.

### **Underlying Principles**

We believe that RSE should be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life. It should be set within a wider school context and support family commitment and love, respect and affection, knowledge and openness. It should include an acceptance of families in all their forms. Whitburn CofE Academy believes that RSE should be inclusive to all students regardless of sexuality, gender identity, disability status, ethnicity or religion. We seek to generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment. We also recognise that parents/carers are the key people in teaching their children about relationships, growing up and sex. We aim to work in partnership with parents, carers and students, consulting them about the content of programmes.

### **What will Relationships and Sex Education include?**

There will be three main elements to our Relationships and Sex Education teaching. Students will learn:

#### **Attitudes and Values**

- the importance of values, individual conscience and moral choices
- the value and valuing family life, stable and loving relationships, and marriage/civil partnerships
- the nurture of children and successful parenting
- the value of and demonstrating respect, love and care
- about exploring, considering and understanding moral dilemmas
- about developing critical thinking as part of decision-making
- to challenge myths, misconceptions and false assumptions about normal behaviour

#### **Personal and Social Skills**

- to manage emotions and relationships confidently and sensitively including on and offline
- to develop self-respect and empathy for others;
- to develop positive self-esteem and confidence
- to develop emotional wellbeing and resilience
- how to make informed choices with an absence of prejudice
- to develop an appreciation of the consequences of choices made
- about managing conflict

- to develop the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)
- how to report concerns of abuse, and the vocabulary and confidence to do so

### **Knowledge and Understanding**

- to understand physical, emotional and spiritual development at appropriate stages;
- to understand human sexuality, identity, reproduction, sexual health, emotions and relationships;
- about contraception, Sexually Transmitted Infections and the range of local and national sexual health advice, contraception and support services;
- the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- to understand and appreciation of positive, healthy and enjoyable relationships
- about the avoidance of an unintended pregnancy;
- 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
- the key facts about puberty, the changes in the adolescent body (including physical and emotional) and menstrual wellbeing (Health Education)
- where to go for help and advice and how to access local and national services

### **Organisation and Content of Relationship and Sex Education**

#### **Training of staff**

- Teachers responsible for teaching PSHE and RSE will receive training from the PSHE Co-ordinator, using PSHE Association CPD resources and those produced by the DfE.
- Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as ‘sexting’, which may need to be addressed in relation to the programme
- Trained staff will be able to give students advice on where and how to obtain confidential advice, counselling and treatment.

#### **Delivery**

Whitburn C of E Academy specifically delivers Relationship and Sex Education through its PSHE curriculum, through Computing lessons at KS3, RE and Science lessons at KS3 and KS4 and Child Development lessons at KS4. Teaching staff deliver the PSHE curriculum with support from professionals where appropriate. Form tutors work closely with their tutees and we believe that they are usually the best people to work with the students on many of the RSE topics as they are aware of each student's individual circumstances. PSHE sessions are delivered for 1 hour a week at Key Stage 3, and 1 hour a fortnight at Key Stage 4 and 5. We follow a spiral curriculum where topics grow alongside the students, adding to their knowledge in an age-appropriate way.

Whitburn C of E Academy believes that, as PSHE education works within students’ real life experiences, it is essential that good quality RSE needs to be taught in a safe environment. Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of sex and relationships. Before embarking on these lessons ‘ground rules’ are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson.

- Pupils will be given preparation so that they will know how to minimise any embarrassment they feel.
- No one (teacher or student) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.
- Only the correct names for body parts will be used.
- Meanings of words will be explained in a sensible and factual way.
- Classes may be taught in gender-segregated groups dependent upon the nature of the topic being delivered at the time.
- Throughout every year group, appropriate technical terms, diagrams, videos, books, games, discussion and practical activities will be used to assist learning.
- Inappropriate images, videos, etc. will not be used, and resources will be selected with sensitivity given to the age and cultural background of students.
- Students will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this, are outlined in the school's E-safety Policy, and Acceptable Use Agreement.
- Teachers will establish what is appropriate for small group and whole-class settings, and alter their teaching of the programme accordingly.
- Teachers will ensure that students' views are listened to and will encourage them to ask questions and engage in discussion.
- Teachers will answer questions sensitively and honestly, and in a way that considers prior learning and is age-appropriate. Sometimes an individual pupil will ask an explicit or difficult question in the classroom. Questions do not have to be answered and can be addressed later. This academy believes that individual teachers must use their skill and discretion in these situations and refer to the PSHE Co-ordinator.
- Teachers will focus heavily on the importance of healthy relationships, though sensitivity will always be given as to not stigmatise students on the basis of their home circumstances.
- The school understands that students with special education needs and disabilities (SEND) are entitled to learn about sex and relationship education, and the programme will be designed to be inclusive of all students.
- Teachers will understand that they may need to be more explicit and adapt their planning of work in order to appropriately deliver the programme to students with SEND.
- External experts, such as Bright Futures, Relationship Works, the School Nurse and Public Health Practitioners may be invited to assist from time-to-time with the delivery of the sex and relationship education programme but will be expected to comply with the provisions of this policy.
- The PSHE curriculum will be assessed via in-class questioning, quizzes, exit slips and written responses. There will be opportunities for students to develop oracy within lessons.

### **Working with parents**

- We will encourage discussion of topics at home by making parents/carers aware of the topics students will be covering throughout the school year on the school website.
- The school respects the legal right of parents/carers to withdraw their child from all or part of the sex and relationship education programme, except for those statutory parts included in the science national curriculum.

- A list of the statutory topics included in the science national curriculum at the different key stages, can be found in Appendix 1.

### **Equal opportunities**

- Whitburn C of E Academy understands and abides by The Equality Act 2010, and fully respects the rights of students and staff members, regardless of any protected characteristics that he/she may have.
- Whitburn C of E Academy is dedicated to delivering the sex and relationship education programme with sensitivity and respect, avoiding any derogatory or prejudicial terms which may cause offence.
- Whitburn C of E Academy understands that different ethnic groups may have different needs and concerns and that, for some young people, it is not culturally appropriate for them to be taught particular items in mixed groups. The views of parents and carers will be valued in this regard.
- Within Whitburn C of E Academy there may be students of varying gender and sexual identity or sexual orientation. The school is committed to supporting these students and offers a range of professionals who can be contacted including youth workers, the school counsellor and school nurse.

### **Confidentiality**

- Confidentiality within the classroom is an important component of sex and relationship education, and teachers are expected to respect the confidentiality of their students as far as is possible.
- Teachers must, however, alert the school safeguarding lead (Mrs D Tennet) about any suspicions of inappropriate behaviour or potential abuse as per the school's Safeguarding and Child Protection Policy.
- Any disclosures brought on by the nature of the content will be dealt with in line with normal safeguarding policies and confidentiality cannot be guaranteed.

### **Monitoring and Evaluation**

- The PSHE Co-ordinator and SLT will actively monitor the teaching through school review mechanisms.
- Student voice will be influential in adapting and amending planned learning activities through focus groups in each year group that will provide feedback on the content delivered.

### **Review Date**

- The SRE policy should be reviewed at least every 18 months to 2 years. This policy will be reviewed in September 2022, to ensure is relevant to the students and the priorities within the community.

### **Parental concerns and withdrawal of students**

The government statutory requirements have made the teaching of Relationship and Health Education compulsory in primary and secondary schools (see appendix 2 &3). Sex education within the national curriculum of Science (including about the teaching of reproduction in humans) is also compulsory. However, parents and carers have the right to withdraw their child from aspects of sex education (see appendix 2) within PSHE up to 3 terms prior to the child's 16<sup>th</sup> birthday. At this point, if the child themselves wishes to receive sex education rather than

be withdrawn, Whitburn C of E Academy should make arrangements for this to happen in one of the three terms before the child turns 16 – the legal age of consent.

If you wish to exercise this right, requests for withdrawal should be put in writing and addressed to the Principal (see **appendix 4**). A copy of the withdrawal requests will be placed in the student’s educational records. The Principal will discuss this request with parents/carers and take appropriate actions. Alternative work will be given to students who are withdrawn from RSE.

<b>Relationship &amp; Sex Education</b>		
<b>Linked to</b>	Safeguarding and Child Protection Policy, Anti-Bullying Policy, E-Safety Policy, Equality and Diversity Policy	
<b>Creation Date</b>	<b>Version</b>	<b>Status</b>
November 2006	1.0	Approved by the Governing Body
<b>Revision Date</b>		
13 <sup>th</sup> October 2009	2.0	Approved by the Governing Body
20 <sup>th</sup> November 2012	3.0	Approved by the Governing Body
1 <sup>st</sup> December 2015	4.0	Approved by the Governing Body <i>(A new consultation period also approved to commence Jan 2016)</i>
23 <sup>rd</sup> January 2018	5.0	Approved by the Governing Body
23 <sup>rd</sup> March 2021	6.0	Approved by the Governing Body for Consultation. Policy uploaded to the Academy website for Parental consultation and was available until deadline of 16 <sup>th</sup> April 2021.
18 <sup>th</sup> May 2021	7.0	Approved by the Governing Body

## **Appendix 1: Curriculum Map**

### **Relationships and Sex Education Curriculum Map**

Years	Autumn	Spring	Summer
7	<p>Hopes and Fears getting to know you're From – 2.4</p> <p>Friendships and Managing feelings - 2.1</p> <p>Puberty Assemblies for Female and Male pupils separately – 5.3</p> <p>Communication skills / working with others / managing feelings – 2.1, 1.7</p> <p><i>Science - Reproduction and genetics Biology - 5.3, 5.7</i></p>	<p>Smashed – performance -2.1, 2.2, 5.11</p> <p>Families and relationships – 1.1, 1.3, 1.4</p>	<p>Homophobic Language – 2.1, 2.2, 2.3, 2.4, 2.8</p> <p>Diversity and equality in sports - 2.1, 2.2, 2.3, 2.4</p> <p>RSE – 2.1, 2.6</p> <p>Everyone is individual – 2.1, 2.2, 2.3, 2.4</p> <p>Respecting differences and working together - 2.1, 2.2, 2.3, 2.4</p> <p>Bullying – 2.5</p> <p>Friendship groups (change) – 1.7, 2.4</p>
8	<p>Relationships – 2.1, 2.2, 2.6</p> <p>Being safe online – 4.1</p> <p>Bright Futures Course (3 RSE lessons for all female pupils – 1.1, 5.1, 5.2, 5.4, 5.5</p> <p><i>Computing - Privacy Module - 3.1, 3.2, 3.3, 3.5, 3.8</i></p>	<p>Bright Futures Course (3 RSE lessons for all female pupils - 1.1, 5.1, 5.2, 5.4, 5.5</p> <p>Gambling – taking risks – 2.1, 2.5, 2.6 , 3.2</p> <p>Improving your self-image – 2.1, 2.2</p>	<p>Bright Futures Course (3 RSE lessons for all female pupils - 1.1, 5.1, 5.2, 5.4, 5.5</p> <p>Abuse – 1.2, 1.7, 2.1, 2.6, 2.7, 5.1</p> <p>Being safe online and gaming – 3.1, 3.2, 3.3, 3.5, 3.8</p> <p>Stereotypes – 2.3</p> <p>Types of bullying – 2.5</p> <p>Alcohol – Risk taking behaviour 5.11</p>
9	<p>Gambling – talk - 2.1, 2.5, 2.6, 3.2</p> <p>Quality of life for children / child labour – 1.2, 1.7</p> <p>Baby care – 5.2, 5.3, 5.7, 5.8,</p> <p>Why rush - 5.2, 5.3, 5.7, 5.8</p> <p>RSE – 5.1, 5.1, 5.12</p> <p>STIs / Contraception / the Law – 5.2, 5.3, 5.5, 5.9, 5.10, 5.12</p>	<p>Gambling talk - 2.1, 2.5, 2.6 , 3.2</p> <p>Effects of media on body image and confidence – 3.2, 3.3, 3.8</p> <p>Consent / FGM – 4.1, 4.2, 5.1, 5.2, 5.3, 5.5, 5.6</p>	<p>Exploitative Relationships – 5.1, 5.2, 5.5</p> <p>Media and relationships – 3.13.2, 3.3, 3.5</p> <p>Confidence – 2.3, 2,5</p> <p>Body image – Body gossip – 1.1, 1.2, 5.1</p> <p>Trust me – 2 lessons – 3.1, 3.2, 3.3, 3.4, 3.6, 3.7, 3.8</p> <p>Operation encompass – body image - 1.1, 1.2, 5.1</p>

<p>10</p>	<p>Future relationships and friendships – 1.1, 1.3, 1.4, 1.5, 2.1, 5.1</p> <p>Media and relationships – 2.1, 3.4, 3.6, 4.1, 4.2, 5.4</p> <p>Online safety and cyber bullying - 3.1, 3.2, 3.3, 3.5, 3.8</p> <p><i>RE – Families 1.1 – 1.7</i></p> <p><i>Science - Genetics Biology – 2.3</i></p> <p><i>Child Development - - Understand reproduction and the roles and responsibilities of parenthood ,_Understand antenatal care and preparation for birth, Understand postnatal checks, postnatal provision and conditions for development – 5.1 to 5.12</i></p>	<p>Realities of teenage pregnancy - 5.2, 5.3, 5.7, 5.8</p> <p>Operation encompass – RSE (3 lessons) / County Lines (1 lesson) – 2.7, 2.8, 4.1</p> <p>Sexual Harassment – 2.7, 2.8, 3.7, 4.1, 4.2</p> <p><i>RE – Respecting relationships, including friendships – 2.1 – 2.5</i></p> <p><i>Science - Sex hormones and their use in fertility – 5.2, 5.3</i></p>	<p>Operation encompass – RSE (3 lessons) / County Lines (1 lessons) - 2.7, 2.8, 4.1</p> <p>On-line and Media –.1, 2.7, 2.8, 3.5, 3.6, 4.1, 4.2, 5.4, 5.1, 5.2, 5.3, 5.5, 5.9, 5.10, 5.12</p> <p>Working out relationships – 2 lessons - 1.1, 1.3, 1.4, 1.5, 2.1, 5.1</p>
<p>11</p>	<p>Healthy relationships – RSE talk – 3.1, 3.2, 3.3, 3.5, 5.1, 5.2, 5.4, 5.8</p> <p>BBFC – Lessons 3 lessons - 2.1, 3.6, 4.1, 4.2, 5.4</p> <p>RSE / Abuse - 1.2, 1.7, 2.1, 2.6, 2.7, 5.1</p> <p><i>Computing - Cyber security – 3.7, 3.8</i></p> <p><i>Legal, Ethical Issues 3.1, 3.2, 3.3, 3.8</i></p> <p><i>Child Development - Understand reproduction and the roles and responsibilities of parenthood ,Understand antenatal care and preparation for birth, Understand postnatal checks, postnatal provision and conditions for development – 5.1 to 5.12</i></p>	<p>Consent / Healthy relationships - 2.1, 2.7, 3.6, 4.1, 4.2, 5.4</p>	
<p>12 &amp; 13</p>	<p>E Safety – talk -3.1, 3.2, 3.3, 3.5, 3.8</p> <p>Gender and Sexuality – Visiting speaker Chrissy Hardy – 2.3, 2.6, 2.7</p> <p>Revenge Pornography, Contraception, STIs,</p>	<p>We cover the following via Long Registration discussion around articles:</p> <ul style="list-style-type: none"> <li>• Consent – YouTube clip</li> <li>• Features of Healthy relationships – discussion-based</li> <li>• Men not being</li> </ul>	<p>Festivals / Drugs – 5.11. 5.12</p> <p>PRIDE Month – tutor-led - 2.3, 2.6, 2.7</p>

	<p>Relationships, Pornography, Sexting via Newcastle Uni Student Union - 2.1, 2.7, 3.6, 4.1, 4.2, 5.4, 5.2, 5.3, 5.5, 5.9, 5.10, 5.12</p> <p>‘Sexpression’ session - 2.1, 2.7, 3.6, 4.1, 4.2, 5.4, 5.2, 5.3, 5.5, 5.9, 5.10, 5.12</p>	<p>misogynistic – TED Talk</p> <ul style="list-style-type: none"> <li>Sexism debate -2.1, 2.7, 3.6, 4.1, 4.2, 5.4, 5.2, 5.3, 5.5, 5.9, 5.10, 5.12</li> </ul>	
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**Appendix 2: DFE RSE Guidance.** 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:

<p><b>1. Families</b></p>	<p><b>Pupils should know</b></p> <p><b>1.1</b> that there are different types of committed, stable relationships.</p> <p><b>1.2</b> how these relationships might contribute to human happiness and their importance for bringing up children.</p> <p><b>1.3</b> 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.</p> <p><b>1.4</b> why marriage is an important relationship choice for many couples and why it must be freely entered into.</p> <p><b>1.5</b> the characteristics and legal status of other types of long-term relationships.</p> <p><b>1.6</b> the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</p> <p><b>1.7</b> 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.</p>
<p><b>2. Respectful relationships, including friendships</b></p>	<p><b>Pupils should know</b></p> <p><b>2.1</b> 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.</p> <p><b>2.2</b> practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p><b>2.3</b> 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).</p> <p><b>2.4</b> 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.</p> <p><b>2.5</b> about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and</p>

	<p>how and where to get help.</p> <p><b>2.6</b> that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</p> <p><b>2.7</b> what constitutes sexual harassment and sexual violence and why these are always unacceptable.</p> <p><b>2.8</b> 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.</p>
<p><b>3. Online and media</b></p>	<p><b>Pupils should know</b></p> <p><b>3.1</b> their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</p> <p><b>3.2</b> 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.</p> <p><b>3.3</b> not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</p> <p><b>3.4</b> what to do and where to get support to report material or manage issues online.</p> <p><b>3.5</b> the impact of viewing harmful content.</p> <p><b>3.6</b> 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.</p> <p><b>3.7</b> that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</p> <p><b>3.8</b> how information and data is generated, collected, shared and used online.</p>
<p><b>4. Being Safe</b></p>	<p><b>Pupils should know</b></p> <p><b>4.1</b> 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.</p> <p><b>4.2</b> 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).</p>
<p><b>5. Intimate and Sexual Relationships including Sexual Health</b></p>	<p>Pupils should know</p> <p><b>5.1</b> 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.</p> <p><b>5.2</b> 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.</p> <p><b>5.3</b> the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</p> <p><b>5.4</b> that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting</p>

	<p>pressure and not pressurising others.</p> <p><b>5.5</b> that they have a choice to delay sex or to enjoy intimacy without sex.</p> <p><b>5.6</b> the facts about the full range of contraceptive choices, efficacy and options available.</p> <p><b>5.7</b> the facts around pregnancy including miscarriage.</p> <p><b>5.8</b> 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).</p> <p><b>5.9</b> 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.</p> <p><b>5.10</b> about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</p> <p><b>5.11</b> how the use of alcohol and drugs can lead to risky sexual behaviour.</p> <p><b>5.12</b> how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</p>
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### Appendix 3: Health Education

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:

<b>Mental wellbeing</b>	<p><b>Pupils should know</b></p> <ul style="list-style-type: none"> <li>• how to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> <li>• that happiness is linked to being connected to others.</li> <li>• how to recognise the early signs of mental wellbeing concerns.</li> <li>• common types of mental ill health (e.g. anxiety and depression).</li> <li>• 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.</li> <li>• the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</li> </ul>
<b>Internet safety and harms</b>	<p><b>Pupils should know</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find</li> </ul>

	support, if they have been affected by those behaviours.
<b>Physical health and fitness</b>	<p><b>Pupils should know</b></p> <ul style="list-style-type: none"> <li>• the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</li> <li>• 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.</li> <li>• about the science relating to blood, organ and stem cell donation.</li> </ul>
<b>Healthy eating</b>	<p><b>Pupils should know</b></p> <ul style="list-style-type: none"> <li>• how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<p><b>Pupils should know</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• the law relating to the supply and possession of illegal substances.</li> <li>• the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</li> <li>• the physical and psychological consequences of addiction, including alcohol dependency.</li> <li>• awareness of the dangers of drugs which are prescribed but still present serious health risks.</li> <li>• 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.</li> </ul>
<b>Health and prevention</b>	<p><b>Pupils should know</b></p> <ul style="list-style-type: none"> <li>• about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.</li> <li>• (late secondary) the benefits of regular self-examination and screening.</li> <li>• the facts and science relating to immunisation and vaccination.</li> <li>• the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</li> </ul>
<b>Basic first aid</b>	<p><b>Pupils should know</b></p> <ul style="list-style-type: none"> <li>• basic treatment for common injuries.</li> <li>• life-saving skills, including how to administer CPR.</li> <li>• the purpose of defibrillators and when one might be needed.</li> </ul>
<b>Changing adolescent body</b>	<p><b>Pupils should know</b></p> <ul style="list-style-type: none"> <li>• key facts about puberty, the changing adolescent body and</li> </ul>

	menstrual wellbeing. <ul style="list-style-type: none"><li>• the main changes which take place in males and females, and the implications for emotional and physical health.</li></ul>
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