

# RSE and Health Ed Policy

St Michael's Catholic Grammar, N12 7NJ



**Approved by:**

Ethos Committee

**Date:** 10<sup>th</sup> October 2025

**Last reviewed on:**

2023

**Next review due by:**

2027

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## 1. Mission Statement

### We seek to ensure that:

- St Michael's is a Catholic school in which the Gospel message to "Love one another, as I have loved you" informs all aspects of community life.
- We are distinguished by the quality of education and care extended to all members of the school community.
- Each member of the school community is recognised as an individual and everybody is valued and enabled to fulfil their potential.
- In partnership with the wider community we are prepared to make full use of all the opportunities available so that we are all freed to become the best version of ourselves as God intended, and ultimately to create a better world

## 2. The aims of RSE:

RSE is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It is learning about the physical, social, emotional and legal aspects of human relationships including friendships, intimate, sexual and committed relationships and family life. It should equip young people with the information, skills and positive values to have happy, healthy and safe relationships, to enjoy their sexuality, to take responsibility for their sexual health and well-being, now and in the future.

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSE is an integral part of this education. Furthermore, our school aims state that we will endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes. It is in this context we commit ourselves:

In partnership with parents, to provide children and young people with a "positive and prudent sexual education"<sup>1</sup> which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

Effective RSE in Catholic Schools must be designed around three cornerstone principles, namely that:

1. Students need clear, accurate and sound knowledge

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<sup>1</sup> Gravissimum Educationis 1

2. Church teachings are presented in a forthright and clear manner, using specific references provided by the Church

3. In presentation of both knowledge and Church teachings, age appropriateness and awareness of child development is key. Instruction should match the student's developmental level and, as with all learning, be aware of individual differences.

The aims of RSE in St Michael's are:

- To develop in students a sense of their own self-worth and uniqueness as created by God
- To enable all pupils to develop a positive self-image and positive attitudes towards sexuality, independent of peer group pressure
- To encourage students to have respect for themselves and for others
- To develop good relationships and respect the differences between people allowing for an appreciation of the different types of family
- To ensure that all students receive adequate factual information regarding their own and others' sexual development and lifestyle
- To develop an awareness of an individual's legal context regarding sexual behaviour
- To educate students in the responsible management of relationships and help them to overcome any prejudices and misunderstandings they may have about sexuality
- To teach students about the importance of love and respect in relation to all relationships and especially sexual relationships and to set this in the context of family life and marriage
- To give opportunities to students to discuss and learn about sensitive topics that could affect them and others and to know where to go to get help and support for themselves and others (including such topics as consent, FGM, and child sexual exploitation)

### 3. Statutory requirements

Guidance from the DfE under sections 34 and 35 of the Children and Social Work Act 2017 makes RSE and Health Education statutory in all secondary schools. Our policy complies with the following statutory requirements and recommendations, as outlined and delivered through our PSHE curriculum:

5.1 Relationships and Sex Education will be compulsory in all Secondary Schools (or those students receiving Secondary Education) – this includes academies, free schools and independent schools

5.2 Health Education will be compulsory in all Secondary Schools (or those students receiving Secondary Education) – this includes all academies and free schools but not independent schools as PSHE is already statutory in these schools.

We are legally required to teach those aspects of RSE which are statutory parts of National Curriculum Science however the reasons for our inclusion of RSE go further.

*"I have come that you might have life and have it to the full"* (John 10:10)

We are involved in RSE precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach to RSE therefore is rooted in the Catholic Church's teaching of the human person and presented in a positive framework of Christian ideals.

At the heart of the Christian life is the Trinity; Father, Son and Spirit in communion, united in loving relationship and embracing all creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God's gift, reflect God's beauty, and share in the divine creativity. RSE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.

Following the guidance of the Bishops of England and Wales and as advocated by the DFE RSE will be firmly bedded in the PSHE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of students. It is centred on Christ's vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.

All RSE will be in accordance with the Church's moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all students have a fundamental right to have their life respected whatever household they come from. It will prepare our young people for life in modern Britain.

Parents have the legal right to withdraw their children from certain aspects of RSE - please write to the Headteacher if you would like to exercise this right

## 4. Policy development

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

1. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
2. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy. In addition, at the beginning of every academic year, parents are informed about the topics their daughter(s) will study in RSE (EL) that year.
3. Pupil consultation – we investigated what exactly students want from their RSE. Students also complete evaluation forms after each topic which informs development of the curriculum.
4. Ratification – once amendments are made, the policy is shared with governors and ratified

## 5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

## 6. Delivery of RSE

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

Students in Y7 – Y10 also receive Education for Living (EL) lessons where the majority of material is covered.

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

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

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

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

### Methodology:

The manner of delivery will be warm, factual and in a spirit of openness, questions should be allowed to surface and be answered clearly and frankly, as appropriate. A variety of teaching and learning styles should be used for the effective delivery of RSE. The focus should be on active learning.

## 7. Roles and responsibilities

### 7.1 Parents

*“Sex education, which is a basic right and duty of parents, must always be carried out under their attentive guidance, whether at home or in educational centres chosen and controlled by them. In this regard, the Church reaffirms the law of subsidiarity, which the school is bound to observe when it cooperates in sex education, by entering into the same spirit that animates the parents.”*

The Church recognises that parents are the first teachers of their children. It is their right and responsibility to inform their children in matters relating to human relationships and sexual development. Catholic schools help parents in this task and seek to work in partnership with them. Parents will be consulted whenever the school's RSE policy is reviewed. They are given the opportunity to discuss the content of any programme of RSE that will be delivered and resources that may be used.

### 7.2 The governing board

The governing board will approve the RSE policy and hold the headteacher to account for its implementation.

### **7.3 The headteacher**

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

### **7.4 Staff**

A member of SLT, Mrs Yvonne Innes, has the specific responsibility for overseeing and the delivery of much of the RSE curriculum through designated EL lessons. This ensures consistency in the delivery of important topics however RSE is a whole school issue. All staff are involved in developing the personal and social skills that contribute to human flourishing. As well as delivering curriculum content in the classroom, staff are also role models around the school, giving examples of conflict resolution and establishing relationships of mutual trust and respect. All staff have a responsibility of care and safeguarding students. They should actively contribute to guidance of the physical, moral and spiritual well-being of all students. This work must be done in line with the school's Catholic ethos.

### **7.4 Pupils**

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

## **8. Training**

In termly team meetings, Heads of Key Stage discuss the programme with tutors.

In Spring 2023, all staff had INSET on how to deliver effective tutorials. They were also provided with a range of CPD courses.

Yvonne regularly attends CPD run by the Diocese of Westminster and the PSHE Association.

## **9. Monitoring arrangements**

The delivery of RSE is monitored by Yvonne Innes (AHT) through:

- Learning walks
- SLT drop-ins
- Confidence checkers
- Lesson observations.

## **Conclusion:**

The context of all RSE in St Michael's is the growth of the individual as a whole person, who lives in relationship with others. It is based on sound Christian educational principles and is modified as required in our rapidly changing world through a process of review and evaluation.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

YEAR GROUP	CURRICULUM AREA	TOPIC/THEME DETAILS	LINKS TO CES MODEL CURRICULUM
Year 7	PSHE	<ul style="list-style-type: none"> <li>● Understand 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 (including non sexual)</li> <li>● Understand practical steps they can take in a range of contexts to improve or support respectful relationships</li> <li>● Understand about different types of bullying (including cyber-bullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> </ul>	<ul style="list-style-type: none"> <li>● 3.2.3.2 The features of positive and stable relationships and the virtues needed to sustain them (e.g. trust, mutual respect, honesty) in a wide variety of contexts, including family, class, friendships, intimate relationships etc.</li> <li>● 3.2.4.2 To identify the characteristics of unhealthy relationships and where to get help.</li> <li>● 3.2.3.4 The nature and importance of friendship as the basis of a loving, sexual relationship</li> <li>● 3.2.3.5 That someone else's expectations in a relationship may be different to yours and strategies for negotiating possible differences.</li> <li>● 3.1.4.5. How to develop the skills needed to identify and resist peer and other types of pressure (including sexual pressure) to conform</li> </ul>
	Science	<ul style="list-style-type: none"> <li>● Understand the facts around pregnancy including miscarriage</li> </ul>	<p>3.1.5.3 About human fertility, methods of managing conception for the purposes of achieving or avoiding pregnancy and the difference between natural and artificial methods</p> <p>3.1.5.4 The menstrual cycle and the function of gametes (sperm and ova), in fertilisation</p> <p>3.1.5.1 Human reproduction, including the structure and function of the male and female reproductive systems</p> <p>3.1.5.2 About gestation and birth, including the effect of maternal lifestyle on the foetus through the placenta, e.g foetal alcohol syndrome</p>

	RE/EL	<ul style="list-style-type: none"> <li>Understand the people should be treated with respect and treat others with respect (authority figures included) and be tolerant of others views. EL will focus particularly on homophobia.</li> </ul>	3.3.3.6 That discriminatory language and behaviour is unacceptable (e.g. sexist, racist, homophobic, transphobic, disablist) and the need to challenge it and how to do so
Year 8	PSHE	<ul style="list-style-type: none"> <li>Understand 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 (including non sexual)</li> </ul>	<ul style="list-style-type: none"> <li>3.2.3.2 The features of positive and stable relationships and the virtues needed to sustain them (e.g. trust, mutual respect, honesty) in a wide variety of contexts, including family, class, friendships, intimate relationships etc.</li> <li>3.2.4.2 To identify the characteristics of unhealthy relationships and where to get help.</li> <li>3.2.3.4 The nature and importance of friendship as the basis of a loving, sexual relationship</li> <li>3.2.3.5 That someone else's expectations in a relationship may be different to yours and strategies for negotiating possible differences.</li> <li>3.1.4.5. How to develop the skills needed to identify and resist peer and other types of pressure (including sexual pressure) to conform</li> </ul>
	EL	<ul style="list-style-type: none"> <li>Understand the concepts of and law relating to FGM</li> <li>Understand how the use of alcohol and drugs can lead to risky sexual behaviour</li> </ul>	<p>3.3.3.5 There are some cultural practices which are against UK law and Universal Rights (e.g. FGM, forced marriages, honour-based violence, human trafficking, radicalisation etc); to have the skills and strategies to respond to being targeted or witnessing the targeting of others</p> <p>3.3.3.3 The physical and emotional damage caused by female genital mutilation (FGM); that it is a criminal act and where to get support</p>
Year 9	PSHE	<ul style="list-style-type: none"> <li>Understand the people should be treated with respect and treat others with respect (authority figures included) and be tolerant of others views.</li> </ul>	3.2.2.2. How to discuss religious faith and personal beliefs with others

			<p>3.2.2.3. To recognise the importance of forgiveness in relationships and know something about Jesus' teaching on forgiveness</p>
<p>EL</p>		<ul style="list-style-type: none"> <li>● Understand the different types of committed stable relationships</li> <li>● Understand how these relationships might contribute to human happiness and their importance for bringing up children</li> <li>● Understand the characteristics and legal status of different types of relationships</li> <li>● Understand the role and responsibilities of parents with respect to raising of children, including the characteristics of responsible parenting,</li> <li>● Understand how to: determine whether other children, adults or sources of information are trustworthy; judge when a family, friend, intimate or other relationship is unsafe.</li> <li>● Understand how to seek help or advice, including reporting concerns about others.</li> <li>● Understand that some types of behaviour within relationships are criminal including violent behaviour and coercive control</li> <li>● Understand the concept of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape.</li> <li>● Understand how people can actively communicate and recognise consent from others, including sexual consent.</li> <li>● Understand 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</li> <li>● Understand that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others</li> </ul>	<ul style="list-style-type: none"> <li>● 3.2.3.7 The roles, rights and responsibilities of parents, carers and children in families and that those families can be varied and complex</li> <li>● 3.2.3.8 Understand that loving, supportive family relationships provide the best environment for a child</li> <li>● 3.2.3.9 That marriage is a commitment, entered into freely, never forced through threat or coercion.</li> <li>● 3.2.3.7 The roles, rights and responsibilities of parents, carers and children in families and that those families can be varied and complex</li> <li>● 3.2.3.8 Understand that loving, supportive family relationships provide the best environment for a child</li> <li>● 3.2.4.1 They have autonomy and the right to protect their body from inappropriate and unwanted contact</li> <li>● 3.2.4.2 To identify the characteristics of unhealthy relationships and where to get help</li> <li>● 3.2.4.3 Consent is freely given and that being pressurised, manipulated or coerced to agree to something is not 'consent'.</li> <li>● 3.2.4.4 The law in relation to consent, including the legal age of consent for sexual activity, the legal definition of consent and the responsibility in law for the seeker of consent to ensure that consent has been given.</li> <li>● 3.2.4.8 There are a number of different people and appropriate organisations they can go to for help in different situations and should be provided with information about how to contact them</li> <li>● 3.2.4.6 That not all images, language and behaviour are appropriate, including the negative effects of pornography and the dangers of online exploitation</li> <li>● 4.2.4.4 To understand the pernicious influence of gender double standards and victim blaming</li> </ul>

		<ul style="list-style-type: none"> <li>• Understand they have a choice to delay sex or to enjoy intimacy without sex</li> </ul>	<ul style="list-style-type: none"> <li>• 3.1.4.6 The concepts of sexual identity, gender identity and sexual orientation</li> <li>• 4.2.4.1. An awareness of exploitation, bullying and harassment in relationships (including the unique challenges posed by online bullying and the unacceptability of physical, emotional, sexual abuse in all types of teenage relationships, including in group settings such as gangs) and how to respond</li> <li>• 3.1.4.3 The importance and benefits of delaying sexual intercourse until ready</li> </ul>
	RS	<ul style="list-style-type: none"> <li>• Understand what marriage is, including their legal status</li> <li>• Understand how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability can cause damage</li> <li>• Understand legal rights and responsibility regarding equality (Equality Act 2010 and protected characteristics) and that everyone is unique and equal</li> <li>• Understand 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</li> </ul>	<ul style="list-style-type: none"> <li>• 3.2.3.6 The nature and importance of marriage; the distinctions between marriage in Church teaching, including sacramental marriage, civil marriage, civil partnerships and other stable, long-term relationships.</li> <li>• 3.2.2.1 The nature of sacramental marriage and the importance of marriage as the foundation of society and its role in the domestic Church</li> <li>• 3.2.2.2 The role of marriage as the basis of family life and its importance to the bringing up of children</li> <li>• 3.2.3.6 The nature and importance of marriage; the distinctions between marriage in Church teaching, including sacramental marriage, civil marriage, civil partnerships and other stable, long-term relationships.</li> <li>• 3.3.3.7 Recognise stereotypes and how they can encourage damage and prejudice</li> <li>• 3.2.3.1 About discrimination, prejudice and bullying and how to respond, including responsibilities towards those who are experiencing these things (See protected characteristics of the Equality Act 2010, Part 2, Chapter 1, sections 4-12) 3.3.3.9. That everyone is created unique and equal in dignity (including reference to protected characteristics defined in the Equalities Act 2010).</li> <li>• 4.2.4.5 To understand the consequences of unintended pregnancy and of teenage parenthood (in the context of learning</li> </ul>

			<p>about parenting skills and qualities and their importance to family life) and the options available.</p> <ul style="list-style-type: none"> <li>• 4.2.4.6 About abortion, including the current legal position, the risks associated with it, the Church’s position and other beliefs and opinions about it</li> <li>• 4.2.4.10 About who to talk to for accurate, advice and support in the event of unintended pregnancy</li> <li>• 4.2.4.8 The importance of the school, the parish and other Catholic voluntary organisations in providing help and advice for young people</li> </ul>
	Science	<ul style="list-style-type: none"> <li>• Understand the various elements that make up people identity (gender, age, ethnicity, religion, sexuality, culture and heritage)</li> </ul>	<ul style="list-style-type: none"> <li>• 3.1.4.6 The concepts of sexual identity, gender identity and sexual orientation</li> </ul>
KS3	IT + Y7 Digital Citizenship	<ul style="list-style-type: none"> <li>• Understand their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>• Understand 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</li> <li>• Understand not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• Understand what to do and where to get support to report material or manage issues online</li> <li>• Understand the impact of viewing harmful content online.</li> <li>• Understand how information and data is generated, collected, shared and used online.</li> </ul>	<ul style="list-style-type: none"> <li>• 3.2.4.5 How to use technology safely, including social media and consideration of their “digital footprint” and the law regarding the sharing of images</li> <li>• 3.3.3.9. That everyone is created unique and equal in dignity</li> <li>• 3.2.4.5 How to use technology safely, including social media and consideration of their “digital footprint” and the law regarding the sharing of images</li> <li>• 3.2.4.6 That not all images, language and behaviour are appropriate, including the negative effects of pornography and the dangers of online exploitation</li> <li>• 3.2.4.8 There are a number of different people and appropriate organisations they can go to for help in different situations and should be provided with information about how to contact them</li> <li>• 3.2.4.5. How to use technology safely, including social media and consideration of their “digital footprint” and the law regarding the sharing of images</li> </ul>
Y10	PSHE	<ul style="list-style-type: none"> <li>• Understand that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours,</li> </ul>	<p>3.2.4.6 That not all images, language and behaviour are appropriate, including the negative effects of pornography and the dangers of online exploitation</p>

		<p>can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</p> <ul style="list-style-type: none"> <li>• Understand that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• Understand the concepts of and law relating to domestic abuse, forced marriage and honour based violence</li> </ul>	<p>4.1.3.1 The influences on their body image including the media's portrayal of idealised and artificial body shapes</p> <p>4.1.3.2. The health risks and issues related to this, including cosmetic procedures</p>
	EL	<ul style="list-style-type: none"> <li>• Understand what constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> <li>• Understand how and when consent can be withdrawn (in all contexts, including online)</li> <li>• Understand 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 well-being.</li> <li>• Understand the facts about the full range of contraceptive choices, efficacy and options available</li> <li>• Understand how the different sexually transmitted infections (STIs) including HIV/AIDs are transmitted, how risk can be reduced through safer sex (including through the use of condoms) and the importance of testing</li> <li>• Understand about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• Understand how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>	<p>4.3.3.4. The definitions of sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM and why they are always unacceptable</p> <p>4.2.4.4 To understand the pernicious influence of gender double standards and victim blaming</p> <p>4.2.3.4. About harassment and how to manage this 4.2.3.5. To recognise when others are using manipulation, persuasion or coercion (and when this is a criminal offence e.g. violent behaviour) and how to respond</p> <p>4.2.3.9 The definitions of sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM and why they are always unacceptable</p> <p>4.3.3.7 About STIs, including HIV/AIDS, how these are transmitted protective practices, including abstinence, and how to respond if they feel they or others are at risk</p> <p>4.1.2.4 The Church's teaching on the morality of natural and artificial methods of managing fertility</p> <p>4.2.4.9 Where and how to obtain sexual health information, advice and support</p>
	Science	<ul style="list-style-type: none"> <li>• Understand the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for man and women</li> </ul>	<p>4.1.5.4 About human fertility, building on the learning at KS3; methods of managing conception for the purposes of achieving or avoiding pregnancy and the difference between natural and artificial methods</p>

			<p>4.1.5.5 That fertility levels can vary in different people; can be damaged by some sexually transmitted infections and decreases with age (including information on the menopause).</p> <p>4.1.5.6 The negative impact of substance use on both male and female fertility and those positive lifestyle choices which maximise fertility</p>
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## Health education curriculum map

YEAR GROUP	CURRICULUM AREA	TOPIC/THEME DETAILS	LINKS TO CES MODEL CURRICULUM
Year 7	PSHE	<ul style="list-style-type: none"> <li>● Understand how to talk about their emotions accurately and sensitively, using appropriate vocabulary</li> <li>● Understand that happiness is linked to being connected to others</li> <li>● Understand how to recognise the early signs of mental well-being concerns.</li> <li>● How to critically evaluate when something they do or are involved in has a positive or negative affect on their own or others' mental health</li> <li>● Understand the negative impact of over reliance of online relationships including social media</li> <li>● Understand how to maintain healthy eating and the links between a poor diet and health risks including tooth decay and cancer (TRANS FAT TALK)</li> </ul>	<p>3.1.4.1 How to develop self-confidence and self-esteem</p> <p>3.1.4.4 There are different emotions which may emerge in relation to change and loss and strategies to manage them</p> <p>3.1.4.5 How to develop the skills needed to identify and resist peer and other types of pressure to conform</p>
	EL	<ul style="list-style-type: none"> <li>● Understand the importance of personal hygiene</li> <li>● Understand the key facts about puberty, the changing adolescent body and menstrual well-being</li> <li>● Understand the main changes which take place in males and females, and the implications for emotional and physical health.</li> </ul>	<p>3.1.3.7 How to take care of their body and the importance of taking increased responsibility for their own personal hygiene</p> <p>3.1.5.4. The menstrual cycle and the function of gametes (sperm and ova), in fertilisation</p> <p>3.1.5.1 Human reproduction, including the structure and function of the male and female reproductive systems</p> <p>3.1.5.2 About gestation and birth, including the effect of maternal lifestyle on the foetus through the placenta, e.g foetal alcohol syndrome</p>

	Food + Nutrition	<ul style="list-style-type: none"> <li>• Understand the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight</li> <li>• Understand how to maintain healthy eating and the links between a poor diet and health risks including tooth decay and cancer</li> <li>• Understand basic treatment for common injuries</li> </ul>	3.1.3.7 How to take care of their body and the importance of taking increased responsibility for their own personal hygiene
Year 8	PSHE	<ul style="list-style-type: none"> <li>• Understand the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image)</li> <li>• Understand how people like social media influencers and public figures may create a specific image of their life online</li> </ul>	<p>3.1.3.1. To appreciate all five senses and to be able to separate sensuality from sexuality</p> <p>3.1.3.2. There are many different body shapes, sizes and physical attributes</p> <p>3.1.3.3. Media portrayals of the human body may present a false ideal of bodily perfection which does not reflect real life and can have a negative impact on the individual</p>
	EL	<ul style="list-style-type: none"> <li>• Understand the facts about legal and illegal drugs and their associated risks</li> <li>• Understand the law relating to the supply and possession of illegal substances</li> <li>• Understand the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adults</li> <li>• Understand the physical and psychological consequences of addiction, including alcohol dependency</li> <li>• Understand awareness of the dangers of drugs which are prescribed but still present serious health risks</li> <li>• Under what FGM is and the associated concerns</li> </ul>	3.2.4.7 To recognise the impact that the use of substances (alcohol and drugs) has on the ability to make good and healthy decisions
	Food + Nutrition	<ul style="list-style-type: none"> <li>• Understand the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight</li> <li>• Understand how to maintain healthy eating and the links between a poor diet and health risks including tooth decay and cancer</li> </ul>	3.1.3.7 How to take care of their body and the importance of taking increased responsibility for their own personal hygiene

		<ul style="list-style-type: none"> <li>Understand about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist</li> </ul>	
Year 9	PSHE	<ul style="list-style-type: none"> <li>Understand how to recognise the early signs of mental well-being concerns.</li> <li>Understand 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>	<p>4.1.4.1. The characteristics of emotional and mental health, including stress, anxiety and depression, self-harm and suicide and their potential impact on oneself and others</p> <p>4.1.4.3. Strategies for managing mental health and emotional well-being</p> <p>4.1.4.4. How to develop the skills needed to identify and resist peer and other types of pressure to conform</p>
	Food + Nutrition	<ul style="list-style-type: none"> <li>Understand how to maintain healthy eating and the links between a poor diet and health risks including tooth decay and cancer</li> </ul>	
	Science	<ul style="list-style-type: none"> <li>Understand the facts about legal and illegal drugs and their associated risks</li> <li>Understand link between drug use, the associated risks, including the link to serious mental health conditions</li> <li>Understand the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adults</li> <li>Understand the physical and psychological consequences of addiction, including alcohol dependency</li> <li>Understand 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>	<p>4.2.4.1. The risks and consequences of legal and illegal substance use including their ability to make good decisions in relation to sexual relationships</p>
KS3	IT	<ul style="list-style-type: none"> <li>Understand the similarities and differences between the online and the physical world</li> <li>Understand the negative impact of over reliance of online relationships including social media</li> </ul>	<p>3.2.4.1. How to use technology safely, including social media and consideration of their “digital footprint” and the law regarding the sharing of images</p>

		<ul style="list-style-type: none"> <li>• Understand how advertising and information is targeted at them and how to be a discerning consumer of information online</li> <li>• Understand 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</li> </ul>	3.2.4.2. That not all images, language and behaviour are appropriate, including the negative effects of pornography and the dangers of online exploitation
Year 10	PSHE	<ul style="list-style-type: none"> <li>• Understand common types of mental health illness (e.g. anxiety and depression)</li> <li>• Understand the risks related to online gambling including the accumulation of debt (OUTSIDE SPEAKER)</li> <li>• Understand life-saving skills, including how to administer CPR</li> <li>• Understand the purpose of defibrillators and when one might be needed.</li> </ul>	4.1.4.3 Strategies for managing mental health and emotional well-being 4.1.4.3 Strategies for managing mental health and emotional well-being
Year 11	PSHE	<ul style="list-style-type: none"> <li>• Understand common types of mental health illness (e.g. anxiety and depression)</li> <li>• Understand the benefits of regular self-examination and screening</li> </ul>	4.1.4.1 The characteristics of emotional and mental health, including stress, anxiety and depression, self-harm and suicide and their potential impact on oneself and others 4.1.3.5 To take increased responsibility for monitoring their own health (including testicular and breast self-examination)
KS4	Science	<ul style="list-style-type: none"> <li>• Understand about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infections and about antibiotics</li> <li>• Understand the facts and science relating to immunisation and vaccination</li> <li>• Understand about the science relating to blood, organ and stem cell donation</li> </ul>	3.3.3.1. The purpose and importance of immunisation and vaccination
KS3 and KS4	PE	<ul style="list-style-type: none"> <li>• Understand the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental well-being and happiness.</li> </ul>	3.1.3.7 How to take care of their body and the importance of taking increased responsibility for their own personal hygiene

	<ul style="list-style-type: none"><li>• Understand the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress</li><li>• Understand the links between an inactive lifestyle and ill-health, including cancer and cardiovascular disease</li></ul>	
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## Appendix 2: By the end of secondary school pupils should know (RSE)

<p>Families</p>	<ul style="list-style-type: none"> <li>● That there are different types of committed, stable relationships</li> <li>● How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>● 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</li> <li>● Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>● The characteristics and legal status of other types of long-term relationships</li> <li>● The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>● 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</li> </ul>
<p>Respectful relationships, including friendships</p>	<ul style="list-style-type: none"> <li>● 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</li> <li>● Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>● 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)</li> <li>● 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</li> <li>● About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>● That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>● What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>● 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</li> </ul>
<p>Online and media</p>	<ul style="list-style-type: none"> <li>● Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>● 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</li> </ul>

	<ul style="list-style-type: none"> <li>● Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>● What to do and where to get support to report material or manage issues online</li> <li>● The impact of viewing harmful content</li> <li>● 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</li> <li>● That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>● How information and data is generated, collected, shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>● 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</li> <li>● 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)</li> </ul>
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>● 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</li> <li>● 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</li> <li>● The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>● That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>● That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>● The facts about the full range of contraceptive choices, efficacy and options available</li> <li>● The facts around pregnancy including miscarriage</li> <li>● 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)</li> <li>● 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</li> <li>● About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>● How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>● How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>

