DRAFT – FOR CONSULTATION

Denefield School
Relationships, Sex and Health Education (RSHE) Policy

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Policy owner	Headteacher
Location of policy	Website

Relationships, Sex and Health Education (RSHE) Policy

Definition

- Relationships, sex and health education (known as RSHE) is about the emotional, social and cultural development of students and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- RSHE involves a combination of providing information and exploring issues and values.
- RSHE is not about the promotion of sexual activity, the promotion of a particular sexual orientation or to sexualise young people.
- RSHE is underpinned by a wider, deliberate cultivation and practice of resilience and character in the individual. These include Denefield's CHARACTER values.

Aims

The aims of RSHE at Denefield are to:

- Enable students to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship, and what is acceptable and unacceptable behaviour in relationships
- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies
- Teach about contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure) and making safe, informed and healthy choices
- Enable students to understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed
- Teach students about the benefits and risks of the digital world in forming attitudes towards sex and relationships
- Understand the law about sex, sexuality, sexual health, and gender identity in an inclusive way. Know that citizens have rights and responsibilities. Key aspects of the law relating to sex which is taught including the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment, and choices permitted by the law around pregnancy, all at an age-appropriate time.
- Ensure that RSHE is accessible to all students, including those with special educational needs and disabilities (SEND). Teaching will be adapted where

appropriate, taking account of students' age, developmental stage, learning needs and individual circumstances. Additional support differentiated resources and reasonable adjustments will be provided where necessary.

Purpose

RSHE 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 including the rules and principles for keeping safe online
- Being safe
- Intimate and sexual relationships, including sexual health

Denefield is mindful that for students who are or have experienced unhealthy or unsafe relationships at home or socially, the school may have a particularly important role in being a place of consistency and safety where they can speak to trusted adults, report problems and find support.

Parents will be consulted during policy review and informed in advance of any significant changes to RSHE provision.

Law

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.

Students are made aware of the relevant legal provisions when relevant topics are being taught, including:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including ‘sexting’, youth-produced sexual imagery, self-generated sexual imagery, AI, deepfakes, influencers etc.)
- pornography
- abortion
- sexuality
- gender identity

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

Statutory requirements

As a secondary academy school Denefield must provide RSHE to all students as per Section 34 of the Children and Social Work Act 2017. In teaching RSHE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in Section 403 of the Education Act 1996. The statutory guidance can be found here Relationships Education, Relationships and Sex Education and Health Education guidance

A summary can be found in Appendix 1.

Roles and responsibilities

Trust Board

The board of trustees will approve the RSHE policy and hold the Headteacher to account for its implementation. There is oversight by the board of trustees of the policy, curriculum, parent / carer feedback and analysis of safeguarding matters that inform curriculum development.

The Headteacher

The Headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests for excusing (withdrawing) students from non-statutory components of RSHE.

Staff

Staff teaching RSHE follow the curriculum and remain neutral in their delivery whilst ensuring that students always have access to the learning they need to stay safe, healthy and understand their rights as individuals.

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual students
- Teaching students to be accepting of the different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds, and values of those around them.

- Providing students with the right tools to enable them to seek information or support, should they need it
- Ensuring that they are up to date with school policy and curriculum requirements regarding RSHE.
- Attending and engaging in professional development training around RSHE provision, including individual and whole staff training/inset, where appropriate
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory components of RSHE.

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

Students

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

Every effort is made to enable students to feel comfortable to talk to a member of staff, in confidence, regarding any concerns they have in school related to RSHE or otherwise.

Curriculum provision

The school's current curriculum map can be found in Appendix 2, though it should be noted that alterations and reordering are likely to take place in response to current issues. This curriculum has been developed taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate and sensitive manner. Curriculum delivery RSHE is taught within the Success for Life curriculum, which covers personal, social, health and careers education (PSHCE). Biological aspects of RSHE are also taught within the science curriculum, and other aspects are also included in religious education (RE).

RSHE 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

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. Some children may have a different structure of support around them - for example children who are looked after (CLA) or young carers.

Sex, gender identity and sexual orientation

Schools have a clear duty under the Equality Act (2010) to ensure that our teaching is accessible to all students, including those who are lesbian, gay, bisexual and gender questioning. Inclusive RSHE fosters good relations between students, tackles all types of prejudice, including homophobia, and promotes understanding and respect, enabling us to meet the requirements, and live the intended spirit, of the Equality Act (2010). We will deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Students, whatever their developing sexuality, need to feel that RSHE is relevant to them. Teachers will not assume that all intimate relationships are between opposite sexes. All sexual health information will be inclusive and will include LGB and gender questioning people in case studies, scenarios, and role-plays. Learning about healthy relationships for all happens within RSHE rather than as a stand-alone topic. We will ensure students can explore topics from differing points of view and a variety of activities including practical tasks, discussions, group activities and competitions. There may be occasional sessions delivered where students are separated by sex due to the nature of the topic in KS4.

Learning environment and additional non-negotiable ground rules

Staff are careful to ensure their personal beliefs and attitudes do not influence the teaching of RSHE. To this end, ground rules have been agreed to provide a framework of common values within which to teach. There are clear parameters as to what will be taught in a whole class setting, and what will be dealt with on an individual basis. Clear guidance within sequences of learning are provided to teachers to ensure there is a consistent approach to creating a suitable environment for the delivery of RSHE. In addition to the ground rules used in PSHE, we have developed a set of non-negotiable rules for lessons and discussions related to RSHE. If students are to benefit fully from an RSHE programme, they need to be confident speakers, good listeners, and effective, sensitive communicators.

When the needs of students are analysed, of overriding importance are two key areas: students need to feel safe and be safe. A set of additional, non-negotiable ground rules will help staff to create a safe and relaxed environment in which they do not feel embarrassed or anxious about unexpected questions or comments from the students, these are shared at the beginning of lessons and introductions to topics. They also reduce the possibility of inappropriate behaviour and the disclosure of inappropriate personal information.

Our non-negotiable ground rules are:

- Confidentiality: ‘what is said in the room, stays in the room’ except if anyone mentions something which could be harmful or put them at risk – then the teacher will have to pass the information on to help keep them safe
- It is not OK to ask personal questions of each other or the teacher, but we can put questions on a post-it note for later.

- Do not name names: if you want to ask about or share a personal story or experience, you can speak in the third person about 'someone I know', 'a friend', 'a situation I've heard about/read about'.
- We will try to only ask questions related to what we are learning in the lesson.
- We will try to use the anatomical terms for the sexual body parts.
- It is ok to say pass / not join in. Students will not be put on the spot or a response demanded from them.
- We will respect different opinions, situations & backgrounds.

Answering questions

We acknowledge that sensitive and potentially difficult issues will arise in RSHE as students will naturally share information and ask questions. When spontaneous discussion arises, it is guided in a way that reflects the stated school aims and curriculum content for RSHE. As a first principle, we answer questions relating to taught, planned curriculum for that age group to the whole class. We answer questions relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age-appropriate way, only to the student, or students, who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the PSHE lead / safeguarding lead. We may use a question box or post-it notes where questions may be asked anonymously.

No student will be forced into asking or answering questions. When answering questions, we ensure that sharing personal information by adults, students about themselves or their families is discouraged. Where a question or comment from a student in the classroom indicates the possibilities of abuse or risk of harm, teachers will pass this information to the designated safeguarding lead in line with school policy and procedures.

Staff training will include sessions on how to deal with difficult questions. Agreed phrases, where appropriate, will be used in response to difficult questions, for example, 'I can only answer questions on the content of this lesson' or, 'That is something that may be covered later on' or, 'I can't answer that question, but I can try to find someone that can and get back to you.'

The right to excuse

Parents and carers have the right to excuse (withdraw) their children from the non-statutory components of sex education within RSHE up to and until three terms before the student turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. Requests to exercise the right to excuse should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher. A copy of any withdrawal request will be placed in the student's school file. The Headteacher will discuss the request with parents and take appropriate action in person or via an appropriate delegated colleague. Alternative work will be given to students who are excused from sex education.

RSHE is a vital part of the school curriculum. It supports child development and we strongly advise parents/carers to carefully consider their decision before withdrawing their child from this aspect of school life. However, it is acknowledged that the final decision on the issue is for the parent/carer to take, and the child and family would not be stigmatised for the decision.

Parents/carers who do withdraw their child will be alerted to the possible impact of doing so during the discussion between the school and the parents/carers. If a student is withdrawn from the RSHE sessions, they will no doubt hear about the content of sessions from other students and this may not be in the supportive, controlled, or safe environment that the classroom would be. They may also seek out their own information via the internet, which may result in them finding out incorrect or subjective information and possibly put them in an unsafe situation. Ofsted figures show that approximately four children will be withdrawn in every ten thousand (0.04% of students nationally).

The right to request teaching materials

The DfE has made it clear that parents and carers should be able to view curriculum materials. As a school we adopt a transparent approach and are happy to share schemes of work and other resources. This would normally be facilitated by way of a face-to-face meeting with parents/carers to ensure that context is clearly communicated and that any questions can be asked and responded to. Parents and carers are not able to veto curriculum content, however, the views of all stake holders are considered when developing and updating the curriculum. Any parent or carer who would like further information should contact the school directly.

Monitoring

Monitoring of curriculum provision and delivery is conducted by members of the Senior Leadership Team through:

- Monitoring lesson planning
- Lesson drop ins and observations
- Book scrutiny
- Student voice

Who/what was consulted

The Senior Leadership Team including the Designated Safeguarding Lead, the member of staff with responsibility for Success for Life (PSHCE), parents and carers.

Linked policies

Safeguarding and Child Protection policy
Equalities policy
Curriculum Policy
Drugs Education Policy
Teaching and Learning policy

Appendix 1: What every student should know by the end of secondary school

Source: Relationships Education, Relationships and Sex Education and Health Education guidance

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

Topic	Curriculum content:
Families	1. That there are different types of committed, stable relationships. 2. How these relationships might contribute to wellbeing, and their importance for bringing up children. 3. Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony. 4. That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children. 5. That forced marriage and marrying before the age of 18 are illegal. 6. How families and relationships change over time, including through birth, death, separation and new relationships. 7. The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development. 8. How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust.
Respectful relationships	1. The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships. 2. How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal. 3. The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others. 4. What tolerance requires, including the importance of tolerance of other people's beliefs. 5. The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict. 6. The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help. 7. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration. 8. The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok. 9. How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might

	normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice. 10. How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others. 11. How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others. 12. Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called "involuntary celibates" (incels) or online influencers.
Online safety and awareness	1. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. 2. Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues. 3. The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online. 4. Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images. 5. That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime. 6. What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online. 7. About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them. 8. That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong. 9. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice. 10. How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns.

	11. That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it. 12. How information and data is generated, collected, shared and used online. 13. That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising). 14. That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion. 15. That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk.
Being Safe	1. How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent. 2. That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others. 3. How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed. 4. How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions. 5. What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it. 6. That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting. 7. The concepts and laws relating to sexual violence, including rape and sexual assault. 8. The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language. 9. The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour. 10. That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed. 11. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation. 12. The concepts and laws relating to forced marriage. 13. The physical and emotional damage which can be caused by female genital mutilation

	14. That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death. 15. That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful. 16. How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault.
Intimate and sexual relationships, including sexual health	1. That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive. 2. The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex. 3. Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent. 4. 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. 5. That some sexual behaviours can be harmful. 6. The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making. 7. That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help. 8. How the different sexually transmitted infections (STIs), including HIV, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma 9. The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment. 10. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour. 11. How and where to seek support for concerns around sexual relationships including sexual violence or harms. 12. How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment.
Mental wellbeing	1. How to talk about their emotions accurately and sensitively, using appropriate vocabulary. 2. The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness. 3. That happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed.

	4. That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal. 5. Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully-presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions. 6. How to critically evaluate which activities will contribute to their overall wellbeing. 7. Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it's possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it. 8. That gambling can lead to serious mental health harms, including anxiety, depression, and suicide, and that some gambling products are more likely to cause these harms than others. 9. That the co-occurrence of alcohol/drug use and poor mental health is common and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug use can trigger mental health problems or exacerbate existing ones. That stopping smoking can improve people's mental health and decrease anxiety.
Wellbeing online	1. About the benefits of limiting 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. 2. 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; the impact that an over-reliance on online relationships, including relationships formed through social media, can have. 3. 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. 4. The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt. 5. How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories. 6. The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online. 7. The serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it.
Physical health and fitness	1. The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health. 2. Factual information about the prevalence and characteristics of more serious health conditions. 3. That physical activity can promote wellbeing and combat stress. 4. The science relating to blood, organ and stem cell donation.
Healthy eating	1. How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease. 2. The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease. 3. The impacts of alcohol on diet and unhealthy weight gain.

Drugs, alcohol, tobacco and vaping	1. The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health. 2. The law relating to the supply and possession of illegal substances. 3. The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol. 4. The physical and psychological consequences of problem-use of alcohol, including alcohol dependency. 5. The dangers of the misuse of prescribed and over-the-counter medicines. 6. The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so. 7. The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.
Health protection and prevention, and understanding the healthcare system	1. Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics. 2. Dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing consumption of sugar-containing food and drinks, and regular check-ups at the dentist. 3. How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals. 4. The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening. 5. The facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils. 6. The importance of sufficient good-quality sleep for good health, the importance of screen-free time before bed and removing phones from the bedroom, and how a lack of sleep can affect weight, mood and ability to learn. 7. The importance of healthy behaviours before and during pregnancy, including the importance of pre-conception health, including taking folic acid. The importance of pelvic floor health. Information on miscarriage and pregnancy loss, and how to access care and support. 8. How to navigate their local healthcare system: what a GP is; when to use A&E / minor injuries; accessing sexual health and family planning clinics; the role of local pharmacies; and how to seek help via local third sector partners which may have specialist services. 9. The concept of Gillick competence. That the legal age of medical consent is 16. That before this, a child's parents will have responsibility for consenting to medical treatment on their behalf unless they are Gillick competent to take this decision for themselves. Pupils should understand the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment.
Personal safety	1. How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways – including level crossings - and water (including the water safety code), and in unfamiliar social or work settings (for example the first time a young person goes on holiday without their parents). 2. How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media.

	3. How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure. 4. Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime. 5. The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an educational tool. Children should be taught that carrying weapons is uncommon, and should not be scared into the perception that many young people are carrying knives (which can lead to the misconception that they need to carry a knife too). 6. The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern.
Basic first aid	1. Basic treatment for common injuries and ailments. 2. Life-saving skills, including how to administer CPR. 3. The purpose of defibrillators, when one might be needed and who can use them.
Developing bodies	1. The main changes which take place in males and females, and the implications for emotional and physical health. 2. The facts about puberty, the changing adolescent body, including brain development. 3. About menstrual and gynaecological health, including: what is an average period; period problems such as premenstrual syndrome; heavy menstrual bleeding; endometriosis; and polycystic ovary syndrome (PCOS). When to seek help from healthcare professionals. 4. The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.

Appendix 2: Denefield RSHE curriculum outline (note that other Success for Life topics are not included in this outline, also note that changes to the order may be made during the year.)

Year Group	Term	Topic
7	Autumn 1	Regulating emotions Emotional literacy Peer pressure Group chats
7	Spring 1	Antisocial behaviour Forgiveness and rejection
7	Spring 2	Developing self-confidence and self-worth Body satisfaction and self-concept Consent Grooming
7	Summer 1	Families Marriage Forced Marriage LGB definitions Gender stereotypes & misogyny
7	Summer 2	Puberty 1 Personal safety Taking responsibility
8	Autumn 1 and 2	Resisting peer influence Online choices, interpretation and influences Managing relationship challenges and endings Online safety and laws Grooming and sharing images 'sexting' Sexploitation Taking responsibility Misogyny
8	Summer 1	Equality and Sexism
8	Summer 2	FGM
9	Spring 2	Coping strategies Managing grief and loss
9	Summer 1	Building blocks of healthy relationships Consent Relationships in the media Sustaining relationships Contraception Male and female body functions Conception and fertility
9	Summer 2	Sexual response and pleasure Pornography Pregnancy Intimacy Body image Sexual rights and misogyny
10	Autumn 1	Sexual harassment and abusive relationships Unwanted attention
10	Autumn 2	Intimate relationships Dating and relationship violence
10	Spring 1	Online presence Risky behaviours

		Incels and misogyny
10	Spring 2	Conception and fertility Pregnancy
10	Summer 1	STI's Condom safety
10	Summer 2	Pornography
11	Spring 1	Risky behaviour Online safety and behaviour – dark web, exploitation

Appendix 3: Parent form for withdrawal from sex education within RSHE

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

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	