



Relationships and Sex Education and Health Education Statement

Table of Contents:

1. Statement of intent	2
2. Definition of relationships and sex education and health education	2
3. Our schools' relationships and sex education and health education policies	3
4. Delivery of the curriculum	4
5. 5. Working with parents.....	5
6. Confidentiality	5
7. Legal Framework	5
8. Monitoring	6
9. Review	6
Annexe A:	8
Annexe B	10
Annexe C	13
Annexe D	16

1. Statement of intent

- 1.1. Across The Corinium Education Trust (the Trust), we understand the importance of educating pupils about relationships, sex, and their health, for them to make responsible and well-informed decisions in their lives.
- 1.2. We recognise parents and carers are the prime educators for children on many of these matters. In each of our schools, we aim to complement and reinforce this role and build on what pupils learn at home as an important part of delivering a good education.
- 1.3. We ensure our teaching of relationships, sex education and health education is age appropriate so it can help to prepare pupils for the opportunities, responsibilities and experiences of adult life. Furthermore it allows us to promote the spiritual, moral, social, cultural, mental and physical development of pupils in each school and in the wider society.
- 1.4. We recognise our obligation to provide pupils with high-quality, evidence and age-appropriate teaching in these subjects. This policy aims to summarise how our relationships, sex education and health education curriculum is organised and delivered across the Trust, to ensure it meets the needs of all pupils.
- 1.5. Each school within the Trust is responsible for publishing and following its own relationships and/or sex education and health education policy in line with this overarching statement and the latest DFE guidance: 'Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers' (2019 and associated updates 2021). In our Church school, Siddington C of E Primary School, the headteacher undertakes to follow the principles in the Church of England Charter for faith sensitive and inclusive relationships education, relationships and sex education and health education.
- 1.6. We recognise it is mandatory for our primary schools to teach relationships and health education and for our secondary school to teach relationships and sex education and health education. In line with the DFE guidance, our primaries can choose to teach sex education other than that covered by the science curriculum and the content of this, where they choose to do so, is set out in their own school policies.
- 1.7. We have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBTQ+). Our inclusive relationships and sex education and health education fosters good relations between pupils, tackles all types of prejudice – including homophobia – and promotes understanding and respect.

2. Definition of relationships and sex education and health education

- 2.1. We believe that relationships and sex education and health education contribute to lifelong learning and moral responsibility. It is about the understanding of stable and loving relationships and the value of family life, respect, love and care. In our Church School it is also about Christian values.
- 2.2. Relationships and sex education and health education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science and others are taught as part of personal, social, health education (PSHE).

2.3. A comprehensive programme of relationships and sex education and health education provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

2.4. Health education aims to give our pupils the information they need to live healthily. This information includes mental health, internet safety, physical health, healthy eating, substance abuse, first aid and health and puberty.

3. Our schools' relationships and sex education and health education policies

3.1. The Trust ensures all of its schools' relationships and sex education and health education policies include the following:

- details of content/scheme of work and when each topic is taught, taking account of the age of pupils
- who delivers either Relationships Education or RSE
- how the policy has been produced, and how it will be kept under review, in both cases working with parents
- how delivery of the content will be made accessible to all pupils, including those with SEND
- explanation of the right to withdraw
- requirements on schools in law e.g. the Equality Act (please see The Equality Act 2010 and schools: Departmental advice)
- how often the policy is updated
- who approves the policy

3.2. Through our relationships and sex education and health education programmes we aim to:

- develop personal attributes including kindness, integrity, generosity, and honesty;
- build on the relationships and health education knowledge our pupils acquire at each stage of their learning;
- foster pupil wellbeing and develop resilience and character;
- raise our pupils' awareness of mental wellbeing and how this is central to these subjects and their happiness;
- give our pupils the knowledge and capability to take care of themselves, face challenges and seek and receive support if problems arise such as feeling lonely;
- nurture the belief that all pupils can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives;
- develop our pupils' further understanding of health, with an increased focus on risk areas such as drugs and alcohol;
- introduce our pupils to knowledge about intimate relationships and sex;
- make it clear that sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up.

3.3. To complement our provision we actively encourage all of our schools to work in partnership and with other agencies promoting health and wellbeing.

4. Delivery of the curriculum

- 4.1. We deliver comprehensive relationships and sex education and health education programmes across the Trust. In each of our schools, these
- are based on a partnership between home and school;
 - ensure children and young people's views are actively sought to influence lesson planning and teaching;
 - start early and are relevant to pupils at each stage in their development and maturity;
 - are taught by people who are trained and confident in talking about issues such as healthy and unhealthy relationships, equality, pleasure, respect, abuse, sexuality, gender identity, sex and consent;
 - include the acquisition of knowledge, the development of life skills and respectful attitudes and values;
 - have sufficient time to cover a wide range of topics, with a strong emphasis on relationships, consent, rights, responsibilities to others, negotiation and communication skills, and accessing services;
 - help pupils understand on and offline safety, consent, violence and exploitation;
 - are both medically and factually correct and treats sex as a normal and pleasurable fact of life;
 - are inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experience;
 - enable pupils to use the correct terminology;
 - raise awareness of issues such as everyday sexism, misogyny, homophobia and gender stereotypes and promotes positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled;
 - use active learning methods, and are rigorously planned and evaluated;
 - help pupils understand a range of views and beliefs about relationships and sex in society including some of the mixed messages about gender, sex and sexuality from different sources including the media;
 - teach pupils about the law and their rights to confidentiality even if they are under 16, and are linked to school-based and community health services and organisations;
 - promote equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs;
 - relationships and sex education and health education is not aimed at making the pupils more likely to engage into sexual activity.
- 4.2. The DFE's expectations for what pupils should know by the end of primary and secondary school are summarised in Annexes A, B, C and D.
- 4.3. Our mission is to provide factually correct information delivered in an objective way in order to empower our young people to make informed decisions.
- 4.4. With regard to relationships, sex and health education, pupils (at an appropriate age) are made aware of the relevant legal provisions when topics are being taught in their lessons, including the law in regard to:
- marriage
 - consent, including the age of consent
 - violence against women and girls
 - online behaviours including image and information sharing (including 'sexting', youth produced sexual imagery, nudes, etc.)
 - pornography
 - abortion
 - sexuality

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

5. Working with parents

- 5.1. We fully appreciate parents are the key people in teaching their children about relationships and sex and the transition from childhood to adult life. The Trust's schools consult parents on significant changes to policy and practice and take account of the views within the parameters set out in the statutory guidance.
- 5.2. We understand parents may find it difficult to talk to their children about relationships and sex and believe they should be supported by their child's school and health workers in their role as sex educators.
- 5.3. Staff involved in the delivery of relationships and sex education and health education will discuss the programme with parents as requested.
- 5.4. Parents have the right to withdraw their children from all or part of the sex education and health education programmes provided at any of the Trust's schools with the exception of relationships education (primary) and those topics included in the statutory National Curriculum.

6. Confidentiality

- 6.1. Staff cannot offer or guarantee pupils confidentiality on any issue of disclosure. Should issues of a sensitive nature arise, each school, whilst providing maximum support for the pupils, will aim to involve parents and/or any relevant support agency as appropriate to ensure the fulfilment of the schools duty of care.
- 6.2. Each school will provide opportunities for pupils to speak to healthcare professionals who, while respecting the confidence of the pupils (N.B. Not for the under 13s, but for those over 13 depending on their state of mind), will encourage them to work with their parents in addressing any issues of a personal or sensitive nature.
- 6.3. The Trust's response to disclosure is in the first instance, to maintain the safety of the pupil.
- 6.4. This section should be read in conjunction with and with particular reference to The Corinium Trust's Safeguarding Statement and Code of Conduct for Staff.

7. Legal Framework

- 7.1. The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships and Sex Education (RSE) compulsory for all pupils receiving primary and secondary education. They also make Health Education compulsory in all state schools.

- 7.2. Therefore, this policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:
- 'Keeping children safe in education' DfE (2022)
 - 'Relationships Education, Relationships and Sex Education (RSE) and Health Education, Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers DfE (2019 and associated updates 2021)
 - The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
 - Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE) in Church of England Schools 2019
 - Sexual violence and sexual harassment between children in schools and colleges, Advice for governing bodies, proprietors, headteachers, principals, senior leadership teams and designated safeguarding leads, DfE 2018
 - Behaviour and Discipline in schools
 - Equality Act 2010
 - SEND Code of Practice
 - Mental health and behaviour in schools
 - 'National curriculum in England: science programmes of study' DfE (2015)
 - Children and Social Work Act 2017
- 7.3. This overarching statement and our schools' individual policies, operate in conjunction with the following:
- The Trust's Safeguarding Statement
 - The Trust's Curriculum Statement
 - The Trust's SEND Statement

8. Monitoring

- 8.1. Headteachers will review their provision for relationships and sex education and health education on an annual basis. This will be achieved through rigorous self-evaluation including lesson observations, pupil questionnaires, staff questionnaires and analysis of learning outcomes where appropriate. Headteachers and their subject leaders will then plan and develop their provision for the following year. To ensure compliance, close reference is made to the latest guidance on relationships and sex education and health education published by The Department for Education.
- 8.2. Opportunities for teachers to discuss issues and otherwise support each other will be made whenever possible. With support from specialist INSET provision, the Trust will maintain and monitor a curriculum that is up to date and relevant to the pupils.
- 8.3. To help us develop and improve the quality of our provision, schools within The Corinium Education make excellent use of the resources such as those provided by Gloucestershire Healthy Living and Learning website (<http://www.ghll.org.uk/>) and the continuing professional development support that they provide. Many of their resources are embedded in our schools' schemes of learning. We use their PINK curriculum to map out our programmes of study. Furthermore, we welcome the support from the PSHEe lead practitioners from Gloucestershire Healthy Living and Learning.

9. Review

- 9.1. Our relationships and sex education and health education statement and individual school policies are formally reviewed by each school's local governing body, the Trust's Leadership Group and its Board of Trustees annually.

- 9.2. As well as fulfilling our legal obligations, the Trust also makes sure that:
- all pupils make progress in achieving the expected educational outcomes;
 - these subjects are well led, effectively managed and well planned;
 - the quality of provision is subject to regular and effective self-evaluation;
 - teaching is delivered in ways that are accessible to all pupils with SEND;
 - clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
 - the subjects are resourced, staffed and timetabled in a way that ensures that each school can fulfil its legal obligations.

Annexe A

What pupils should know by the end of primary school: Relationships and Sex Education

Pages 20-22 Relationships Education, Relationships and Sex Education (RSE) and Health Education, Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers DFE (2019 and associated updates 2021).

Families and people who care for me	<p>Pupils should know</p> <ul style="list-style-type: none">• that families are important for children growing up because they can give love, security and stability;• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives;• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care;• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up;• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong;• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	<p>Pupils should know:</p> <ul style="list-style-type: none">• how important friendships are in making us feel happy and secure, and how people choose and make friends;• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties;• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded;• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right;• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful relationships	<p>Pupils should know</p> <ul style="list-style-type: none">• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs;

	<ul style="list-style-type: none"> • practical steps they can take in a range of different contexts to improve or support respectful relationships; • the conventions of courtesy and manners; • the importance of self-respect and how this links to their own happiness; • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority; • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help; • what a stereotype is, and how stereotypes can be unfair, negative or destructive; • the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	<p>Pupils should know:</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not; • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous; • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them; • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met; • how information and data is shared and used online.
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context); • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe; • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact; • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult; • how to ask for advice or help for themselves or others, and to keep trying until they are heard; • how to report concerns or abuse, and the vocabulary and confidence needed to do so; • where to get advice e.g. family, school and/or other source.

Annexe B

What pupils should know by the end of primary school: Physical Health and Mental Wellbeing
Pages 32-35 Relationships Education, Relationships and Sex Education (RSE) and Health Education, Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers DFE (2019 and associated updates 2021).

Mental wellbeing	<p>Pupils should know:</p> <ul style="list-style-type: none">• that mental wellbeing is a normal part of daily life, in the same way as physical health;• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations;• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests;• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support;• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing;• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online);• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	<p>Pupils should know:</p> <ul style="list-style-type: none">• that for most people the internet is an integral part of life and has many benefits;• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing;• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private;

	<ul style="list-style-type: none"> • why social media, some computer games and online gaming, for example, are age restricted; that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health; • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted; • where and how to report concerns and get support with issues online.
Physical health and fitness	<p>Pupils should know:</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle; • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise; • the risks associated with an inactive lifestyle (including obesity) • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<p>Pupils should know:</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content); • the principles of planning and preparing a range of healthy meals; • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<p>Pupils should know:</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Pupils should know:</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn;

	<ul style="list-style-type: none"> • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist; • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing; • the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary; • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes; • about menstrual wellbeing including the key facts about the menstrual cycle.

Annexe C

What pupils should know by the end of secondary school: Relationships and Sex Education

Pages 27-29 Relationships Education, Relationships and Sex Education (RSE) and Health Education, Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers DFE (2019 and associated updates 2021).

Families	<p>Pupils should know:</p> <ul style="list-style-type: none">• that there are different types of committed, stable relationships;• how these relationships might contribute to human happiness and their importance for bringing up children;• what marriage is, including their legal status – for example, that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony;• why marriage is an important relationship choice for many couples and why it must be freely entered into;• the characteristics and legal status of other types of long-term relationships;• the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting;• how to determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships), how to seek help or advice, including reporting concerns about others, if needed.
Respectful relationships, including friendships	<p>Pupils should know:</p> <ul style="list-style-type: none">• the characteristics of positive and healthy friendships, in all contexts including online, such as:<ul style="list-style-type: none">○ trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict;○ reconciliation and ending relationships, this includes different (non-sexual) types of relationship;• practical steps they can take in a range of different contexts to improve or support respectful relationships;• how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, how they might normalise non-consensual behaviour or encourage prejudice);• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs;

	<ul style="list-style-type: none"> • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help; • that some types of behaviour within relationships are criminal, including violent behaviour and coercive control; • what constitutes sexual harassment and sexual violence and why these are always unacceptable; • the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.
Online and media	<p>Pupils should know:</p> <ul style="list-style-type: none"> • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online; • about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online; • not to provide material to others that they would not want shared further and not to share personal material which is sent to them; • what to do and where to get support to report material or manage issues online; • the impact of viewing harmful content; • that specifically sexually explicit material, for example pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners; • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail; • how information and data is generated, collected, shared and used online.
Being safe	<p>Pupils should know:</p> <ul style="list-style-type: none"> • the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships; • how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn, in all contexts, including online.

Intimate and sexual relationships, including sexual health	<p>Pupils should know:</p> <ul style="list-style-type: none"> • how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship; • that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example physical, emotional, mental, sexual and reproductive health and wellbeing; • the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause; • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others; • that they have a choice to delay sex or to enjoy intimacy without sex; • the facts about the full range of contraceptive choices, efficacy and options available; • the facts around pregnancy including miscarriage; • that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help); • how the different sexually transmitted infections (STIs), including HIV and AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing; • about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment; • how the use of alcohol and drugs can lead to risky sexual behaviour; • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.
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Annexe D

What pupils should know by the end of secondary school: Physical Health and Mental Wellbeing
Pages 36-38 Relationships Education, Relationships and Sex Education (RSE) and Health Education, Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers DFE (2019 and associated updates 2021)

Mental wellbeing	<p>Pupils should know:</p> <ul style="list-style-type: none">• how to talk about their emotions accurately and sensitively, using appropriate vocabulary;• that happiness is linked to being connected to others;• how to recognise the early signs of mental wellbeing concerns;• common types of mental ill health (e.g. anxiety and depression);• how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health;• the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.
Internet safety and harms	<p>Pupils should know:</p> <ul style="list-style-type: none">• the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online;• how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.
Physical health and fitness	<p>Pupils should know:</p> <ul style="list-style-type: none">• the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress;• the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health;• about the science relating to blood, organ and stem cell donation.

Healthy eating	<p>Pupils should know:</p> <ul style="list-style-type: none"> • how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
Drugs, alcohol and tobacco	<p>Pupils should know:</p> <ul style="list-style-type: none"> • the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions; • the law relating to the supply and possession of illegal substances; • the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood; • the physical and psychological consequences of addiction, including alcohol dependency; • awareness of the dangers of drugs which are prescribed but still present serious health risks; • the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.
Health and prevention	<p>Pupils should know:</p> <ul style="list-style-type: none"> • about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics; • about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist; • (late secondary) the benefits of regular self-examination and screening; • the facts and science relating to immunisation and vaccination; • the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn;
Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> • basic treatment for common injuries; • life-saving skills, including how to administer CPR; • the purpose of defibrillators and when one might be needed.

Changing adolescent body

Pupils should know:

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

Document History

Creation Date	May 2020
Trust Lead	Chief Executive
Approved by	Trustees
First approval date	July 2020
Review frequency	3 yearly

Review date	Significant amendments	Made by	Next review
October 2020	Amendment made at request of Trustees to include explicit reference to Relationships and Sex Education and Health Education in Church of England Schools 2019, specifically the 'charter' (1.5)	CXH	October 2023
October 2022	Revised and updated to reflect latest DFE guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers' (2019 and associated updates 2021) (1.5) Added teaching of the law around key topics (4.4) Added consultation with parents (5.1) Annexes updated in line with the guidance above to include mental health and wellbeing in primary schools and first aid (A, B, C and D. Change to annual review (9.1)	CXH	October 2023
September 2023	Checked against the latest DfE guidance. Still as above, although government set to review the provisions imminently. No changes.	CXH	September 2024