

Stepney All Saints School

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Relationship and Sex Education (RSE) Policy

Review Body: P&C

TBR: DEC 2026

SLT Responsible: Marielle Dow



Secondary: Relationships and Sex Education (RSE) Policy

POLICY AIMS AND OBJECTIVES

- The school aims to foster healthy and respectful whole school relationships and behaviour between students. The school places great value on students' given information to make informed decisions and can therefore keep themselves safe.
- The school will comply with the relevant provisions of the Equality Act 2010

National curriculum science from the Department for Education

- At key stage 3 and 4 the national curriculum for science includes teaching about reproduction in humans; for example, the structure and function of the male and female reproductive systems, menstrual cycle, gametes, fertilisation, gestation, birth and HIV/AIDS.
- Subject content (see appendices for full list of content)
- There continues to be no right to withdraw from national curriculum science.

Health Education (Physical Health and Mental Wellbeing) from the Department for Education

- The aim is to enable students to understand how their bodies are changing, how they are feeling and why, to further develop the language that they use to talk about their bodies, health and emotions. The lessons will help students to understand that there are normal variations in emotions and physical complaints and to help students to recognise the early stages of health and wellbeing issues.
- Students will be taught self-care steps which they can use to protect and support their own physical and mental health and wellbeing; which includes strategies for building resilience such as physical activity, hobbies, good nutrition, sleep and outward facing activities. Students will also be taught how to judge when someone they know needs support and where they can go to seek help.
- Students will learn the key facts about puberty, the changing adolescent body and menstrual wellbeing in Health Education; this should build on the lessons started at primary school. Students will be taught both the physical and emotional changes and the impact this has on their wider health and well-being.
- Subject content (see appendices for full list of content).
- There is no right to withdraw from Health Education.

Relationships and Sex Education from the Department for Education

- RSE within secondary school should provide a clear progression from the lessons taught in primary school.
- The focus in secondary school should be to provide young people the information to identify and develop healthy relationships (family, friendships, colleagues, successful marriage or other type of committed relationship), not just intimate relationships. It will also ensure that students will cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). Students will learn about what is acceptable and unacceptable behaviour in relationships; both offline and online, how to identify this in relationships, recognise the impact this can have on mental wellbeing and understand

STATUTORY CURRICULUM FROM THE DEPARTMENT FOR EDUCATION

how such situations can be managed. Students should also be taught about the link between self-respect and mental well-being, the facts and law about sex, consent, grooming and online safety, sexuality, gender identity, sexual health and the choices permitted by the law around pregnancy in an age appropriate and inclusive way.

- In all schools, teaching should reflect the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.
- Subject content (see appendices for full list of content).
- There is no right to withdraw from Relationships Education.

Relationships and Sex Education (Secondary)

By the end of secondary school:

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

**STATUTORY
CURRICULUM
FROM THE
DEPARTMENT
FOR EDUCATION**

<p>Families</p>	<p>Students 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 e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. • why marriage is an important relationship choice for many couples and why it must be freely entered 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); and, how to seek help or advice, including reporting concerns about others, if needed.
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**STATUTORY
CURRICULUM
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DEPARTMENT
FOR EDUCATION**

<p>Respectful relationships, including friendships</p>	<p>Students should know</p> <ul style="list-style-type: none"> • the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people’s beliefs. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. • that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. • what constitutes sexual harassment and sexual violence and why these are always unacceptable.

**STATUTORY
CURRICULUM
FROM THE
DEPARTMENT
FOR EDUCATION**

	<ul style="list-style-type: none"> the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.
<p>Online and media</p>	<p>Students 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 e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. how information and data is generated, collected, shared and used online.
<p>Being safe</p>	<p>Students 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,

**STATUTORY
CURRICULUM
FROM THE
DEPARTMENT
FOR EDUCATION**

	<p>forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.</p> <ul style="list-style-type: none"> • how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).
<p>Intimate and sexual relationships, including sexual health</p>	<p>Students 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, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. • the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. • that they have a choice to delay sex or to enjoy intimacy without sex. • the facts about the full range of contraceptive choices, efficacy and options available. • the facts around pregnancy including miscarriage. • that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).

	<ul style="list-style-type: none"> • how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. • about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. • how the use of alcohol and drugs can lead to risky sexual behaviour. • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.
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**NON-
STATUTORY
CURRICULUM
FROM THE
DEPARTMENT
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EDUCATION**

Sex Education

- Although the guidance states that Sex Education is statutory, it also states that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. They can be withdrawn by the parent up to and until three terms before the child turns 16. Sex Education would become statutory once again. If the withdrawn student wishes to receive sex education lessons after this point, they can opt themselves back in.

**THE RIGHT
TO
WITHDRAW**

- If parents want to withdraw their child they need to meet in person with a member of Senior Leadership Team (SLT) and discuss their reasons and concerns. Letters to withdraw students, instead of a meeting, will not be accepted. Students cannot be withdrawn from national curriculum science, Relationships Education or Health Education. Students can however be withdrawn from Sex Education, following discussions with a member of Senior Leadership Team (SLT).
- The school will document this process.
- Following discussions with a member of the Senior Leadership Team, except in exceptional circumstances, the school should respect the parents request to withdraw the child; up to and until three terms before the child turns 16. After this point if the child wishes to receive sex education, rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.
- This process is the same for students with SEND. However there may be exceptional circumstances where the headteacher may want to take a student's specific needs arising from their SEND into account when making this decision.

**MONITORING
AND
EVALUATION**

- Monitoring is fundamental to ensuring that all students experience quality teaching and learning. Monitoring will be done through drop-ins carried out by Heads of Year, the PSHE co-ordinator and SLT.
- Lessons focus on discussions, therefore, students will not use books to keep their work in

- The PSHE co-ordinator will carry out focus group interviews and use Google Form to assess and measure the impact of taught content across KS3-4.

EQUALITY

- The school will comply with the relevant requirements of the Equality Act 2010: schools must not unlawfully discriminate against students because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (Protected Characteristics).
- Our Relationships and Sex Education programme aims to create a safe, inclusive and supportive learning environment.
- The delivery of the content will be made accessible to all students, including those with SEND.
- The school takes positive action to build a culture where everyday sexism and homophobia etc. are not tolerated and any occurrences identified and tackled.
- The schools Relationships and Sex Education curriculum supports the wider Christian school values.
- Lesbian, Gay, Bisexual, transgender (LGBT). The school should ensure that all of the teaching is sensitive and age appropriate in approach and content. Lessons on LGBT will be fully integrated into the programme of study, rather than as a stand-alone unit or lesson.

RESOURCES

- LBTH recommend that schools source additional *Quality Mark resources* from the PSHE Association website

PSHE ASSOCIATION MEMBERSHIP

- Stepney All Saints is a member of the PSHE association. LBTH recommend that schools join the PSHE Association to gain access to Quality Mark resources, subject support and curriculum updates. Annual whole school memberships cost £145.

ASSESSMENT

- We will use low stake quizzes and questioning to establish a baseline of students' prior knowledge
- We will use low stake quizzes and questioning to assess students' understanding of topics in class
- The PSHE co-ordinator will carry out focus group interviews and use Google Form to assess and measure the impact of taught content across KS3-4.

RESPONSIBILITY FOR TEACHING THE SUBJECT

- The SLT member leading on PSHE is Ms Dow (assistant Headteacher)
- The PSHE co-ordinator is Ms Hossain
- Form teachers deliver PSHE lessons

MANAGING DISCLOSURES

- Any disclosures should follow the schools agreed safeguarding Procedures.

Appendices

Appendix 1

The new Stepney All Saints RSE curriculum:

Resources recommended by The PSHE Association and TH Secondary Network: Medway, NSPCC resources, Oak Tree Academy

Year 7

- Lesson 1: What is puberty?
- Lesson 2: Menstrual health
- Lesson 3: Puberty and emotional changes
- Lesson 4: Introduction to consent
- Lesson 5: Committed stable relationships
- Lesson 6: Wider family relationships
- Lesson 7: Positive family relationships

Year 8

- Lesson 1: Relationships and consent
- Lesson 2: Introduction to contraception
- Lesson 3: HIV/AIDS
- Lesson 4: FGM

Year 9

- Lesson 1: Marriage, relationships, forced marriages
- Lesson 2: Gender and Transgender
- Lesson 3: Consent
- Lesson 4: Contraception
- Lesson 5: Preventing STI's
- Lesson 6: Child Sexual Exploitation

Year 10

- Lesson 1: Catfishing (including sexual exploitation)
- Lesson 2: Making sense of relationships – unhealthy relationships
- Lesson 3: Relationship expectations
- Lesson 4: relationships - LGBT
- Lesson 5: FGM
- Lesson 6: Potential damage on relationships from viewing explicit material

Year 11

- Lesson 1: Relationship abuse
- Lesson 2: Making sense of Pornography & Healthy relationships
- Lesson 3: Online safety – sharing sexual images

Appendix 2

Health Education (physical health and mental wellbeing) from the Department for Education guidance:

Physical health and mental wellbeing: Secondary

97. It is important that the starting point for health and wellbeing education should be a focus on enabling pupils to make well-informed, positive choices for themselves. In secondary school, teaching should build on primary content and should introduce new content to older pupils at appropriate points. This should enable pupils to understand how their bodies are changing, how they are feeling and why, to further develop the language that they use to talk about their bodies, health and emotions and to understand why terms associated with mental and physical health difficulties should not be used pejoratively. This knowledge should enable pupils to understand where normal variations in emotions and physical complaints end and health and wellbeing issues begin.

98. Teaching about the impact of puberty, which will have started in primary school, should continue in secondary school, so that pupils are able to understand the physical and emotional changes, which take place at this time and their impact on their wider health and wellbeing.

99. Emphasis should continue to be given to steps pupils can take to protect and support their own health and wellbeing. They should know that there is a relationship between good physical health and good mental wellbeing and that this can also influence their ability to learn. Teachers should cover self-care, the benefits of physical activity and time spent outdoors. This should be linked to information on the benefits of sufficient sleep, good nutrition and strategies for building resilience.

100. Pupils should know the contribution that hobbies, interests and participation in their own communities can make to overall wellbeing. They should understand that humans are social beings and that outward-facing activity, especially that with a service focus (for example, work, volunteering and participation in organisations such as the scouts or the girl guiding movements, the National Citizen Service or the Duke of Edinburgh Award) are beneficial for wellbeing. This can also contribute to the development of the attributes for a happy and successful adult life. Pupils should be supported to recognise what makes them feel lonely. Self-focused or isolating lifestyle choices can lead to unhappiness and being disconnected from society for those who have greater need for companionship and relationships.

101. Pupils should also be taught about problems and challenges. This should include factual information about the prevalence and characteristics of more serious mental and physical health conditions, drugs, alcohol and information about effective interventions. Schools may also choose to teach about issues such as eating disorders¹⁴.

102. Teachers should be aware of common ‘adverse childhood experiences’ (such as family breakdown, bereavement and exposure to domestic violence) and when and how these may be affecting any of their pupils and so may be influencing how they experience these subjects. The impact of time spent online, the positive aspects of online support and negotiating social media, including online forums and gaming, should also be included. Teachers should understand that pupils who have experienced problems at home may depend more on schools for support.

103. Pupils should be taught how to judge when they, or someone they know, needs support and where they can seek help if they have concerns. This should include details on which adults in school (e.g. school nurses), and externally can help.

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

Mental wellbeing	<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

	<p>information is targeted at them and how to be a discerning consumer of information online.</p> <ul style="list-style-type: none"> • 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 cardiovascular 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.

	<ul style="list-style-type: none"> • 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.¹⁵ • the purpose of defibrillators and when one might be needed.
Changing adolescent body	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.

¹⁵ Cardio Pulmonary Resuscitation is usually best taught after 12 years old.

Appendix 3

Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (2019) – Secretary of State Foreword, Pg. 4 –

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance: -
<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

The Right to withdraw:

45. “Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request it would be good practice for the head teacher to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Schools will want to document this process to ensure a record is kept.”

47. “Once those discussions have taken place, except in exceptional circumstances, the school should respect the parents’ request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.”

LGBT and Gender identity

75. “Pupils should be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. All pupils should feel that the content is relevant to them and their developing sexuality. Sexual orientation and gender identity should be explored at a timely point and in a clear, sensitive and respectful manner. When teaching about these topics, it must be recognised that young people may be discovering or understanding their sexual orientation or gender identity. There should be an equal opportunity to explore the features of stable and healthy same-sex relationships. This should be integrated appropriately into the RSE programme, rather than addressed separately or in only one lesson.”

Sexual Exploitation, Abuse and FGM

79. "Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, should also be addressed sensitively and clearly. Schools should address the physical and emotional damage caused by female genital mutilation (FGM). They should also be taught where to find support and that it is a criminal offence to perform or assist in the performance of FGM or fail to protect a person for whom you are responsible from FGM. As well as addressing this in the context of the law, pupils may also need support to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence, including honour-based violence and forced marriage) and strategies to manage this or access support for oneself or others at risk. Schools should also be mindful that for pupils 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 easily speak to trusted adults, report problems and find support."

The Law

82." 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. Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- 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/radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)"

Menstruation

89. “The onset of menstruation can be confusing or even alarming for girls if they are not prepared. Pupils should be taught key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health. In addition to curriculum content, schools should also make adequate and sensitive arrangements to help girls prepare for and manage menstruation including with requests for menstrual products. Schools will need to consider the needs of their cohort of pupils in designing this content.”

Statutory guidance - National curriculum in England: science programmes of study – Updated 6 May 2015

<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study>

Appendix 4

72. RSE should provide clear progression from what is taught in primary school in Relationships Education.”

(Relationships Education, Relationships and Sex Education (RSE) and Health Education - <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>)

LBTH Secondary Schools RSE Mapping

Relationships, Health, Sex Education and Science – Tower Hamlets

<p>DfE Statutory Guidance Relationships Education</p> <p>(Relationships Education, Relationships and Sex Education (RSE) and Health Education https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education)</p>	<p>Statutory Guidance National Curriculum Science</p> <p>(Statutory guidance - National curriculum in England: science programmes of study – Updated 6 May 2015 https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study)</p>	<p>DfE Statutory Guidance Physical Health and Mental Wellbeing (Health Education)</p> <p>(Relationships Education, Relationships and Sex Education (RSE) and Health Education https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education)</p>
<p>From the DfE Guidance;</p> <p>“72. RSE should provide clear progression from what is taught in primary school in Relationships Education. Teachers should build on the foundation of Relationships Education and, as pupils grow up, at the appropriate time extend teaching to include intimate relationships.”</p> <p>By the end of secondary school pupils should know:</p> <p>Families</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. 	<p>Key Stage 3:</p> <p>The skeletal and muscular systems</p> <ul style="list-style-type: none"> • the structure and functions of the human skeleton, to include support, protection, movement and making blood cells <p>Nutrition and digestion</p> <ul style="list-style-type: none"> • content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary fibre and water, and why each is needed • calculations of energy requirements in a healthy daily diet • the consequences of imbalances in the diet, including obesity, starvation and deficiency diseases • the tissues and organs of the human digestive system, including adaptations to function and how the digestive system 	<p>By the end of secondary school pupils should know:</p> <p>Mental Wellbeing</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-

<ul style="list-style-type: none"> • what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. • why marriage is an important relationship choice for many couples and why it must be freely entered 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); and, how to seek help or advice, including reporting concerns about others, if needed. <p>*Marriage in England and Wales is available to both opposite and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.</p> <p>Respectful relationships, including friendships</p> <ul style="list-style-type: none"> • 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 	<p>digests food (enzymes simply as biological catalysts)</p> <ul style="list-style-type: none"> • the importance of bacteria in the human digestive system • plants making carbohydrates in their leaves by photosynthesis and gaining mineral nutrients and water from the soil via their roots <p>Gas exchange systems</p> <ul style="list-style-type: none"> • the impact of exercise, asthma and smoking on the human gas exchange system <p>Reproduction</p> <ul style="list-style-type: none"> • reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta • reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms <p>Health</p> <ul style="list-style-type: none"> • the effects of recreational drugs (including substance misuse) on behaviour, health and life processes <p>Key Stage 4</p>	<p>based activities on mental wellbeing and happiness.</p> <p>Internet safety and harms</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. <p>Physical health and fitness</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 cardiovascular ill-health. • about the science relating to blood, organ and stem cell donation.
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<p>includes different (non-sexual) types of relationship.</p> <ul style="list-style-type: none"> • practical steps they can take in a range of different contexts to improve or support respectful relationships. • how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. • that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. • what constitutes sexual harassment and sexual violence and why these are always unacceptable. • the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal. <p>Online and media</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. 	<p>Health, disease and the development of medicines</p> <ul style="list-style-type: none"> • the relationship between health and disease • communicable diseases including sexually transmitted infections in humans (including HIV/AIDs) • non-communicable diseases • bacteria, viruses and fungi as pathogens in animals and plants • body defences against pathogens and the role of the immune system against disease • reducing and preventing the spread of infectious diseases in animals and plants • the process of discovery and development of new medicines • the impact of lifestyle factors on the incidence of non-communicable diseases <p>Coordination and control</p> <ul style="list-style-type: none"> • hormones in human reproduction, hormonal and non-hormonal methods of contraception 	<p>Healthy eating</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. <p>Drugs, alcohol and tobacco</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. <p>Health and prevention</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,
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<ul style="list-style-type: none"> • about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. • not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • what to do and where to get support to report material or manage issues online. • the impact of viewing harmful content. • that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. • how information and data is generated, collected, shared and used online. <p>Being Safe</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). 		<p>including healthy eating and regular check-ups at the dentist.</p> <ul style="list-style-type: none"> • (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. <p>Basic first aid</p> <ul style="list-style-type: none"> • basic treatment for common injuries. • life-saving skills, including how to administer CPR.15 • the purpose of defibrillators and when one might be needed. <p>Changing adolescent body</p> <ul style="list-style-type: none"> • 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.
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**Intimate and sexual relationships,
including sexual health**

- to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
- that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.
- the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.
- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- that they have a choice to delay sex or to enjoy intimacy without sex.
- the facts about the full range of contraceptive choices, efficacy and options available.
- the facts around pregnancy including miscarriage.
- that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).
- how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced

<p>through safer sex (including through condom use) and the importance of and facts about testing.</p> <ul style="list-style-type: none"> • 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. 		
<p>From the DfE guidance:</p> <p>Lesbian, Gay, Bisexual and Transgender (LGBT) “75. Pupils should be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. All pupils should feel that the content is relevant to them and their developing sexuality. Sexual orientation and gender identity should be explored at a timely point and in a clear, sensitive and respectful manner. When teaching about these topics, it must be recognised that young people may be discovering or understanding their sexual orientation or gender identity. There should be an equal opportunity to explore the features of stable and healthy same-sex relationships. This should be integrated appropriately into the RSE programme, rather than addressed separately or in only one lesson.”</p> <p>FGM “79. Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, should also be addressed sensitively and clearly. Schools</p>		<p>From the DfE Guidance</p> <p>Puberty and Menstruation “88. Puberty including menstruation should be covered in Health Education and should, as far as possible, be addressed before onset. This should ensure male and female pupils are prepared for changes they and their peers will experience.”</p> <p>“89. The onset of menstruation can be confusing or even alarming for girls if they are not prepared. Pupils should be taught key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health. In addition to curriculum content, schools should also make adequate and sensitive arrangements to help girls prepare for and manage menstruation including with requests for menstrual products. Schools will need to consider the needs of their cohort of pupils in designing this content.”</p>

<p>should address the physical and emotional damage caused by female genital mutilation (FGM). They should also be taught where to find support and that it is a criminal offence to perform or assist in the performance of FGM or fail to protect a person for whom you are responsible from FGM. As well as addressing this in the context of the law, pupils may also need support to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence, including honour-based violence and forced marriage) and strategies to manage this or access support for oneself or others at risk. Schools should also be mindful that for pupils 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 easily speak to trusted adults, report problems and find support.”</p> <p>The Law</p> <p>“82. 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. Pupils</p>		
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<p>should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:</p> <ul style="list-style-type: none">• 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/radicalisation• criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)• hate crime• female genital mutilation (FGM)"		
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