Inspiring Futures through Learning

Relationships Education, Sex Education and Health Education (RSHE) Core Values and IFtL Offer

September 2026

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***** Policy level:***

1. Trust wide:
   - This one policy is relevant to everyone and consistently applied across all schools and Trust departments with no variations.
     - *Approved by the IFtL Board of Trustees.*
2. Trust core values:
   - This policy defines the values to be incorporated fully in all other policies on this subject across all schools and Trust departments. This policy should therefore from the basis of a localised school / department policy that in addition contains relevant information, procedures and / or processes contextualised to that school / department.
     - *Approved by the IFtL Board of Trustees as a Trust Core Values policy.*
     - *Approved by school / department governance bodies as a relevantly contextualised school / department policy.*

3. School / department policies
   - These are defined independently by schools / departments as appropriate
     - *Approved by school / department governance bodies.*

Within our IFtL schools, we teach RSHE as set out in this offer and in addition, all schools will outline the curriculum coverage in more detail within their own, personalised up-to-date policy – this must be consulted with key stake holders including **parent/ carers**, staff, children and governance, and then the agreed policy made available to parents and others. All our schools must provide a copy of the policy free of charge to anyone who asks for one and must publish this IFtL offer and the school policy on the school website.

This policy sets out our approach to relationships, sex and health education across Inspiring Futures Through Learning. All IFtL schools must have their own school policy underpinned by the requirements and expectations stated within this core values and IFtL offer.

Relationships Education, Sex Education and Health Education (RSHE)

Rationale and ethos

Within IFtL and all our schools, we are unwaveringly committed to supporting all our Pupils grow up to be happy, healthy, resilient and safe citizens and that we fully equip them with the knowledge, skills, and understanding to capitalize on the opportunities and meet the challenges of modern Britain.

We want all our Pupils to be successful learners, responsible citizens and confident individuals ready for every stage of their educational journey and prepare them effectively for adulthood life. Relationship and Health Education is central to this. To this end, all our Pupils within IFtL will sensitively and pragmatically be taught Relationships Education and Health Education and be considered as a key component of the school curriculum and offer.

At IFtL, we recognise the longer-term impact on the social, mental and emotional health, economic and educational impacts of the pandemic will have occurred for all Pupil, and for many this will be significant. All IFtL schools will therefore ensure we teach pupils about physical health and mental wellbeing, to help them make good decisions about their own health and wellbeing. The focus of relationships education in our schools will be teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, family relationships and relationships with other Pupils and with adults. RSHE is also a key component of our safeguarding curriculum across IFtL. Through an age-appropriate, evidence-informed and carefully sequenced curriculum from the Early Years through to Post-16 where applicable, we equip pupils with the knowledge, skills and confidence to recognise healthy and unhealthy relationships, understand personal boundaries, stay safe both online and offline, seek help when needed and make informed decisions as they grow into responsible citizens. As the world continues to evolve, our curriculum also prepares pupils to navigate emerging online risks, digital technologies and wider societal influences safely and respectfully.

Definition

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSHE involves a combination of sharing information and exploring issues and values. RSHE is not about the promotion of sexual activity. It also supports pupils to understand how relationships, health and wellbeing are experienced both in person and online, enabling them to recognise risk, seek support and make safe, respectful and informed decisions.

Relationships education will focus upon teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and

relationships with other peers and adults. Physical Health education and mental wellbeing will focus upon giving information about what Pupils need to make good decisions about their own health and wellbeing and this includes information about the changing adolescent body, including menstruation and information to help them be healthy and safe. Sexual education teaching will focus upon relationships and health, including puberty and the national curriculum for science which includes subject content in related areas such as main external body parts, the human body as it grows form birth to old age (including puberty) and reproduction in some plants and animals. It is at the discretion of schools of they feel it is appropriate to the needs and context of their school to cover any additional elements within sexual education – these will be stated explicitly in the school policy and for these additional elements, parent/ carers must be informed and have the right to withdraw their child/ children from this additional coverage.

Aims and objectives

The aims of relationships and sex education (RSHE) in IFtL are to:

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The aims of Relationships, Sex and Health Education (RSHE) in IFtL are to:

- Provide a framework in which sensitive discussions can take place.
- Give pupils the knowledge they need to make sound and informed decisions and develop the capacity to make sound decisions about their own relationships, health and wellbeing.
- To help prepare pupils for the opportunities, responsibilities and experiences of adult life.
- Teaching children the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.
- Teaching pupils the characteristics of good physical health and mental wellbeing which will include mental wellbeing and healthy life choices, drugs, alcohol and tobacco, health and prevention, basic first aid and the changing adolescent body.
- Prepare pupils for puberty and the changes adolescence brings, including menstruation, and give them an understanding of sexual development (within the National Curriculum for Science) and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence and empathy.
- To support pupils to understand risks, challenges and complex contexts at an age-appropriate level and help them develop resilience.
- Develop pupils' understanding of healthy boundaries, consent and respectful behaviour, enabling them to build and maintain positive relationships both offline and online.
- For pupils and families to know how and when to ask for help and know where to access support.
- Equip pupils to recognise unhealthy, coercive, abusive or exploitative behaviours, including those encountered online, and know how to seek support and report concerns safely.
- Create a positive culture around issues of relationships, health, mental health and sexuality.
- Develop pupils' understanding of digital citizenship, promoting safe, respectful and responsible behaviour online, including an awareness of the impact of social media, online influences and emerging technologies.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Enable pupils to critically evaluate information, recognise misinformation and harmful online content, including age-appropriate understanding of artificial intelligence, image manipulation and online exploitation.
- Enable the promotion of social, moral, spiritual and cultural development.

IFtL Core Values

All our schools have a RSHE curriculum which is underpinned by the IFtL common ethos and shared values which we all hold dear.

- **Fun -** We value and believe in the importance of all children having the knowledge and understanding to lead happy, safe, healthy, successful, and fulfilling lives.

- **Unique –** all believe in all our children understand the importance of equality and respect for both themselves and for others event when others are very different from them, make different choices or have different preferences or beliefs.

- **Together -** We value the importance of all children valuing families and people who care for them, developing caring friendships and recognising the need to ask for support when needed.

- **Unafraid –** We believe in our children growing into confident individuals who are willing to try new things and make a positive contribution to society understanding mistakes is how we learn.

- **Responsible –** we recognise the importance of providing all children with the knowledge to enable them to make informed and appropriate decisions about their wellbeing, health and relationships, building self-efficacy, so they grow into responsible and positive citizens of society.

- **Energetic –** We value optimism and building positive citizens of society who are fully-prepared and ready to be life-long and successful learners.

- **Safe -** We are secure in our beliefs. We are protective and firm, we make decisions together.

IFtL principles of RSHE

At IFtL, we believe in 12 core principles of RSHE teaching and provision:

1. It is an integral part of the broad and balanced curriculum and is part of a timetabled PSHE curriculum. All IFtL schools must teach the national curriculum for science and this is for ALL children.
2. It is taught by trained staff who are provided with effective Career Professional Development, so they are confident, knowledgeable and effective in delivering the RSHE curriculum.
3. Close collaborative working occurs with a range of stakeholders including the children themselves, parents/ carers, staff, the community and governance.
4. A supportive, open and trusting environment is created where pupils feel safe, protected and can seek support/ clarification as required.
5. Is based upon reliable and accurate sources of information.
6. Promote safe, equal, caring and enjoyable relationships while discussion real life issues.
7. Provides a positive view of human sexuality including learning about bodies and sexual health in an age-appropriate way.
8. Gives our pupils opportunities to reflect upon values and influences and fosters mutual respect.
9. Induces learning about where and how to seek help when needed.
10. Promotes digital safety and responsible online behaviour by equipping pupils with the knowledge to recognise emerging online risks, harmful content, online coercion, image sharing, misinformation and inappropriate influence whilst developing resilience and critical thinking.
11. Fosters understanding, respect and equality for all, promoting inclusion whilst ensuring teaching reflects current legislation and statutory guidance.

12. RSHE must be accessible and meet the needs of all pupils, including those with SEND and disadvantaged pupils, through high-quality, adaptive teaching and appropriate support.
13. Promotes safe, respectful and responsible behaviour both offline and online by equipping pupils with the knowledge and skills to recognise unhealthy relationships, online risks, coercion, exploitation, misinformation and emerging technologies.
14. Actively consults and seeks the viewpoints of all stakeholders, including pupils, parents/carers, staff and governance, so that RSHE remains relevant, responsive and reflective of the needs of the school community.

Statutory, Legislative and Government Requirements

All our schools must comply and adhere to statutory requirements.

- All IFtL schools will deliver Relationships Education, Relationships and Sex Education and Health Education in accordance with the Department for Education's current statutory guidance and any subsequent updates issued by the Secretary of State. Schools will ensure that RSHE reflects current safeguarding priorities and equips pupils to recognise, understand and respond appropriately to emerging risks including online exploitation, harmful online influences, artificial intelligence, image-based abuse, coercive behaviour and other forms of abuse that may affect children and young people. 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (the 'Guidance').
- 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 Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in all schools including independent schools. As a trust of primary schools, we must all therefore provide relationships education to all pupils 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.
- In line with the current edition of Keeping Children Safe in Education (KCSIE), we recognise the vital role schools play in preventative education and safeguarding. All IFtL schools will ensure pupils are taught how to recognise abuse, exploitation, coercion and unhealthy relationships, including those encountered online. The curriculum will explicitly address online safety, harmful online content, image sharing, online grooming, sexual harassment, online exploitation, artificial intelligence, emerging technologies and other safeguarding risks appropriate to pupils' age and stage of development. Schools will also work in partnership with parents/carers to promote safe online behaviours both in and beyond school.
- Equality: Schools are also required to comply with relevant requirements of the Equality Act 2010. Further guidance is available for schools in The Equality Act 2010 and schools' advice. Schools should pay particular attention to the Public Sector Equality Duty (PSED) (s.149 of the Equality Act). Schools must also comply with the Human Rights Act 1998.
  - Religion and belief, including teaching in schools with a religious character.
    In all schools, when teaching these subjects, the religious background of all pupils must be considered when planning teaching, so that the topics that are included in the core content of the guidance are appropriately handled. Schools must ensure they comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics. Teaching will reflect the Equality Act 2010 whilst ensuring that factual information is presented accurately and objectively, distinguishing between legal rights, biological sex, protected characteristics and matters of personal belief where appropriate.

A good understanding of pupils' faith backgrounds and positive relationships between the school and local faith communities help to create a constructive context for the teaching of these subjects.

All schools may teach about faith perspectives. Schools with a religious character may teach the distinctive faith perspective on relationships, and balanced debate may take place about issues that are seen as contentious. For example, the school may wish to reflect on faith teachings about certain topics as well as how their faith institutions may support people in matters of relationships.

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.

- Sexual violence and harassment

  Schools should refer to the Department's advice, 'Sexual violence and sexual harassment between children in schools and colleges' and KCSIE 2026. The advice sets out what sexual violence and sexual harassment are, the current evidence on their preponderance in schools and colleges, how to minimise the risk of them occurring and what to do when they do occur or are alleged to have occurred. Schools should be aware of the importance of making clear that sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up.

  We are aware and must be ultra-vigilant for signs of sexual violence and harassment as we know that it is highly prevalent and children often do not talk out about this and even accept it as the 'norm'. We must ensure this is not the case in any of our schools. Teaching will include age-appropriate learning about consent, healthy boundaries, respectful behaviour, coercion, misogyny, harmful sexual behaviours and how pupils can safely seek support or report concerns.

- **Protected characteristics:**

  Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

- **Lesbian, Gay, Bisexual and Transgender (LGBTQ+)**

  In teaching Relationships Education and RSHE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics.

  Schools should ensure that all their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a standalone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum.

  We must be aware and be vigilant to any form of bullying, discrimination or harassment of any nature. However, we need to be particularly aware of the Human Rights Act 1998 and the Equality Act 2010 (including the Public Sector Equality Duty) and any form of behaviour occurring against these rights will not be tolerated under any circumstances. As highlighted within KCSIE September 2022, being subjected to harassment, violence and or abuse, may breach children's rights as stated within the Human Rights Act.

  Children who are lesbian, gay, bisexual or who are trans, identify as LGBTQ+, or who are perceived to be LGBTQ+, may be particularly vulnerable to bullying, discrimination or

harassment. IFtL schools will ensure all pupils are treated with dignity and respect and that any prejudice-based behaviour is challenged promptly and effectively.
At IFtL, we will not tolerate any form of bullying, discrimination or harassment and will ensure they are swifty and fully investigated. We also believe in educating and supporting our school communities to help prevent the occurrence in the first place.

- Political Impartiality
  All our schools must:
  - Forbid the pursuit of partisan political views
  - Forbid the promotion of partisan political views in the teaching of any subject in the school
  - Take reasonable practical steps to secure that where political issues are brought to the attention of pupils they are offered a balanced presentation of opposing views.
  - Not permit extreme positions which include promoting non-democratic systems whether for political or religious reasons or otherwise, teaching that requirements of English civil or criminal law may be disregarded whether for political or religious reasons or otherwise, engaging in or encouraging active or persistent harassment or intimidation of individuals in support of their cause or promoting divisive or victim narratives that are harmful to British Society.
  - Not permit extreme political stances including opposition to the right of freedom of speech, association, assembly or religion and conscience or endorsement of racist, including antisemitic , language or communications, the encouragement or endorsement of illegal activity and failure to condemn illegal activities.

Updated guidance:

The revised statutory guidance strengthens expectations around safeguarding, respectful relationships and online safety. Across IFtL schools we will ensure:

- Schools have an up-to-date RSHE policy that has been developed in consultation with parents/carers, pupils, staff and governance and is published on the school website.
- Parents/carers receive clear information about curriculum content and opportunities to view resources where appropriate.
- Teaching reflects current safeguarding risks, including online exploitation, coercion, harmful online influences, image sharing, artificial intelligence and emerging technologies.
- Pupils are taught to develop healthy relationships, understand consent and boundaries, and recognise inappropriate, abusive or exploitative behaviour.
- Schools provide an age-appropriate, evidence-informed curriculum that prepares pupils for life in modern Britain whilst reflecting local context and safeguarding priorities.
- Staff receive regular professional development to ensure they remain confident and knowledgeable in delivering RSHE and responding appropriately to safeguarding concerns.

Curriculum and delivery of RSHE
Within all our schools, at IFtL, we follow the National Curriculum and we must ensure we offer all our children a RSHE curriculum that incorporates the requirements to teach science which also includes the elements of sex education contained within the science curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education. Across our IFtL schools, RSHE will be taught explicitly within the personal, social, health and economic (PSHE) education curriculum and will be embedded throughout the whole school curriculum including the 'hidden' curriculum to consistently promote the SMSC development of all

children so they equipped to grow into successful learners, confident individuals, effective contributors and responsible citizens so they can manage the opportunities and challenges of modern Britain.
RSHE complement several national curriculum subjects and therefore our schools will look for opportunities to draw links between the subjects and integrate teaching where appropriate. There continues to be no right of withdrawal from any part of the national curriculum. At key stages 1 and 2, the national curriculum for science includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty.
The national curriculum for computing aims to ensure that all pupils can understand and apply the fundamental principles and concepts of computer science, including logic, algorithms and data representation. It also covers e-safety, with progression in the content to reflect the different and escalating risks that young people face as they get older. This includes how to use technology safely, responsibly, respectfully and securely, how to keep personal information private, and where to go for help and support.
The national curriculum for PE aims to ensure that pupils develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and activities and lead healthy, active lives.
Our IFtL schools will carefully consider how they can ensure that RSHE complements the existing national curriculum subjects and whole school approaches to wellbeing and health. Across IFtL schools, RSHE will be delivered through a carefully sequenced, evidence-informed curriculum that builds progressively on pupils' prior knowledge and experiences from the Early Years onwards. Teaching will reflect pupils' age, stage of development and local context, ensuring that learning remains relevant, inclusive and responsive to emerging safeguarding risks and the changing digital world.
When teaching these subjects, the religious background of all pupils will be considered when planning teaching so that core topics are appropriately handled.
Schools with a religious character may teach the distinctive faith perspective on relationships, and balanced debate may take place. All teaching will be delivered in a factual, balanced and respectful manner, enabling pupils to understand a range of perspectives whilst ensuring that statutory content, equality legislation and safeguarding responsibilities are fully met.

Curriculum Content
All our IFtL schools will ensure their RSHE curriculum includes the following key areas:

1. Relationships education – this focuses upon teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults. Topics taught must include:
    - Families and people who care for me
    - Caring friendships
    - Respectful relationships
    - Online relationships
    - Digital citizenship, including respectful online communication, recognising misinformation, understanding the influence of social media and emerging technologies, and knowing how to seek help if concerns arise online.
    - Being safe
    - Healthy boundaries, consent and recognising behaviours that are respectful, coercive or abusive in both offline and online contexts.

   Relationships Education is compulsory in all primary schools.

2. Sexual Education focuses upon relationships and health, including puberty and preparing children for the changes that adolescence brings and the national curriculum for science which includes subject content in related areas such as main external body parts, the human body as it grows form birth to old age (including puberty) and reproduction in some plants and animals, including how a baby is conceived and born. All children should participate in these aspects of

education. Teaching will ensure that pupils receive accurate, evidence-informed information appropriate to their age and stage of development, preparing them for the physical and emotional changes of adolescence whilst promoting healthy, respectful relationships and informed decision-making.

Some of our schools may choose to teach some aspects of sex education according to contextual and individual needs of the school – these must be stated clearly within the school policy, consulted with all key stakeholders and parents/ carers must be aware of when and what content is being taught. For these additional areas (not those within the science curriculum and those required to be taught within relationships and health as described in the paragraph above) parent/ carers have the right to withdraw their child/ children from these additional aspects. This request needs to be stated in writing. (Please see below parents/ carers rights to withdraw).

3. Physical health and mental wellbeing focuses upon the teaching the characteristics of good physical health and mental wellbeing. The aim is to provide all our children the information they need to make good decisions about their own health and wellbeing so that they can recognise what is normal and what is an issue in themselves and others. It is also to help equip all our children to know, when issues arise, how to seek support and early as possible and the different sources of help they could access. All our children will understand that good physical health contributes to good mental wellbeing and vice versa. Puberty, including menstruation, will be taught in all our schools within health education.

   All IFtL schools will promote the growth of our Pupils to develop self-control and the ability to self-regulate including strategies for enabling this. They will be actively encouraged to become confident in their ability to achieve well and persevere when they encourage setbacks. A key aim of our teachings will be to reduce stigma attached to health issues, including those to do with mental wellbeing. Teaching will also promote emotional regulation, resilience, positive self-esteem and help-seeking behaviours, ensuring pupils understand that seeking support for their mental health is a sign of strength and that trusted adults and professional services are available when needed. All schools will actively foster an atmosphere which encourages openness so all our children can check their understanding and seek any additional support.

IFtL schools will clearly set out within their individual policies the content, sequence and approach to teaching RSHE, including how the curriculum reflects the needs of their pupils and community. Curriculum planning will be developed in consultation with pupils, parents/carers, staff and governance, taking account of pupils' age, stage of development, SEND, local safeguarding priorities and statutory requirements. Where pupils ask questions beyond the planned curriculum, staff will respond professionally and sensitively, providing age-appropriate factual information whilst recognising safeguarding responsibilities and avoiding pupils seeking inaccurate information from unreliable online sources.

See appendix one for further information on each of these three areas and what all IFtL school must ensure all children know by the end of primary and secondary school.

The Early Years

Within IFtL, we believe the Early Years are an essential building block and the foundation for success in future years. Many aspects of the Early Years curriculum, for example Personal, Social and Emotional Development and Physical Development, have an important role to play in promotion and supporting the development and growth of our children from a young age within RSHE. We believe the foundations of positive relationship and health and self-care start in the early years children will begin to develop the language, confidence and understanding needed to express their feelings, recognise trusted adults, understand personal boundaries and begin to develop safe behaviours

both offline and through age-appropriate use of technology. The RSHE curriculum should take full account of children's learning from Early Years to Year 2 (infant schools) and Year 6 (primary schools).

Managing difficult questions

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. The school's policy should cover how the school handles such questions. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information and therefore it is important we respond to these questions in an age-appropriate and sensitive manner. Staff will ensure responses are factual, evidence-informed and appropriate to pupils' age and developmental stage. Where questions raise safeguarding concerns or indicate that a pupil may be at risk of harm, staff will follow the school's safeguarding procedures without delay.

Meeting these objectives will require a graduated, age-appropriate programme of Relationships Education. Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods should take account of these differences (including when they are due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups. All our schools will carefully consider what is appropriate and inappropriate in a whole-class setting, as teachers may require support and training in answering questions that are better not dealt with in front of a whole class.

Whole school approach

All our IFtL schools will ensure that they demonstrate effective practice and there will be clear responsibility for these subjects by a senior teacher in leadership position with dedicated time to lead specialist provision, for example, a subject lead or co-ordinator.

All these subjects will be set in the context of a wider whole-school approach to supporting pupils to be safe, happy and prepared for life beyond school. For example, the curriculum on relationships, health and on sex education will complement, and be supported by, the school's wider policies on behaviour, inclusion, respect for equality and diversity, bullying and safeguarding (including handling of any reports pupils may make as a result of the subject content). The subjects will sit within the context of a school's broader ethos and approach to developing pupils socially, morally, spiritually and culturally; and its pastoral care system. This is also the case for teaching about mental health within health education. The curriculum on health education will also complement, and be supported by, the school's wider education on healthy lifestyles through physical education, food technology, science, sport, extra-curricular activity and school food.

IFtL schools will consider how their teaching can help support the development of important attributes in pupils, such as honesty, kindness, tolerance, courtesy, resilience and self-efficacy, as well as how those attributes are also developed by other aspects of the school's provision. The curriculum will proactively address issues in a timely way in line with current evidence on pupil's physical, emotional and sexual development. This will be in line with pupil need, informed by pupil voice and participation in curriculum development and in response to issues as they arise in the school and wider community. RSHE will be recognised as an integral part of the school's safeguarding culture. Curriculum planning will work alongside safeguarding, behaviour, attendance, inclusion, online safety and mental health provision to ensure pupils develop the knowledge, skills and confidence to keep themselves safe, build healthy relationships and thrive within modern society.

Pupils with Special Educational Needs and disabilities (SEND)

All our schools will ensure that the curriculum is fully accessible for all groups of children including those who are SEND and disadvantaged. High quality teaching that is differentiated and personalised

will be the starting point to ensure accessibility and our schools will include within their planning and delivery the 'preparing for adulthood outcomes', as set out in the SEND code of practice, when teaching these subjects to those with SEND.
Our schools are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSHE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. Factors such as these will be taken into consideration in designing and teaching these subjects.
For some of our SEND pupils in mainstream schools, there may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages. As with all teaching for these subjects, our schools will ensure that their teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

Policy Development and Engaging Stakeholders
It is a requirement for all schools to consult with parents when creating their school RSHE policy. At IFtL, we believe in the importance of listening to all our different stakeholder viewpoints – pupil, parents/ carers, staff and governance – and therefore all schools will ensure they consult with all parties to ensure they gain a thorough understanding of different perceptions and act upon them so they are incorporated into their school policy as appropriate. Consultation will be meaningful and proportionate, enabling schools to consider the views of stakeholders whilst ensuring that statutory requirements are met. Schools will clearly communicate any significant curriculum changes, particularly where these reflect updated statutory guidance or emerging safeguarding priorities. Feedback gathered through consultation will be used to inform future curriculum planning and policy review.
The IFtL offer has been developed in consultation with staff and governance. The consultation and policy development process involved the following steps:

1. Review – a working group of staff from some of the schools/central trust education team pulled together all relevant information including relevant national and local guidance
2. Staff consultation – heads and senior leaders and then staff across all schools were given the opportunity to look at the policy and make recommendations
3. Governance consultation – the offer was shared with trustees for consultation and recommendations/ adaptations provided
4. Ratification – once amendments were made, the final offer was shared with the board of trustees for ratification and published on the IFtL Trust website.

The school policy must be developed in consultation with parent/ carers, pupils, staff and governance. The consultation and policy development process involved the following steps:

1. Review – a working group of staff from to pull together all relevant information including relevant national and local guidance
2. Staff consultation – to share the policy with all staff and ensure they have the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy at their respective schools
4. Pupil consultation – schools to explore what exactly pupils want from their RSHE
5. Ratification – once amendments are made following the above consultation process, the school policy needs to be shared with local governors and for ratification and published on the school website.

Working with parents/ carers and the wider community
The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships. All IFtL schools must work closely with parents when planning and delivering these subjects. Schools should ensure that parents know

what will be taught and when, and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSHE.
All our parents/ carers should be given every opportunity to understand the purpose and content of Relationships Education and RSHE. Good communication and opportunities for parents to understand and ask questions about the school's approach help increase confidence in the curriculum. Schools will make available clear information about the RSHE curriculum, including the topics to be taught, when they will be taught and the resources used where appropriate. Parents and carers will have opportunities to ask questions, discuss the curriculum with school leaders and understand how RSHE supports safeguarding, personal development and pupils' preparation for life in modern Britain.
Within our IFtL schools, we value and promote the importance of building positive relationships with parents and we believe it is important to fully involve them within the RSHE curriculum so they fully know and understand what is being taught and enabling opportunities for them to discuss and share their viewpoints – for example, by inviting parents into school to discuss what will be taught, address any concerns and help support parents in managing conversations with their children on these issues. This is an important opportunity to talk about how these subjects contribute to wider support in terms of pupil wellbeing and keeping children safe. It is important through such processes to reach out to all parents, recognising that a range of approaches may be needed for doing so. Schools recognise the important role parents and carers play in supporting children's learning beyond the classroom and will continue to provide information, guidance and signposting to help families reinforce key messages about healthy relationships, wellbeing, online safety and personal development at home.

Right to be excused from sex education (commonly referred to as the right to withdraw)
Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of RSHE. However, we will work closely with any parent/ carer concerned to alleviate concerns and ensure they fully understand what is planned to be taught. Therefore, before granting any such request, the head teacher or a senior leader must discuss the request with parents/ carers and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Schools need to document this process to ensure a record is kept. Schools will ensure that parents and carers understand which aspects of Relationships Education, Health Education and the National Curriculum for Science are statutory and therefore cannot be withdrawn from. Information provided during discussions will be factual, balanced and clearly explain both the curriculum content and the rationale for its inclusion.
As a part of this discussion, it is important parent/ carers understand IFtL and the school highly recommend that the child is not withdrawn and they are clear of the benefits of receiving this important area of education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher.
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.
Head teachers will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum.
If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Working with external agencies and visitors
Our IFtL schools highly value collaboration with all stakeholders, including external agencies. We recognise that close working relationships with external agencies can enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with young people. Additionally, they provide additional support and guidance for our children and families.

All our schools will ensure that the teaching delivered by the visitor fits with their planned programme and their published policy. Schools will discuss the detail of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for all the children. Schools will view the materials visitors will use as well as a lesson plan in advance, so that they can ensure it meets the full range of the children's' needs, including those with special educational needs. Schools will agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with school policy. The use of visitors will be to enhance teaching by an appropriate member of the teaching staff and will not be used as a replacement for teaching by those staff. Schools will ensure that any external resources and visitors reflect current statutory guidance, are evidence-informed, age-appropriate and consistent with the values, safeguarding procedures and curriculum intent of the school. A member of school staff will always remain responsible for the planning, delivery and quality assurance of learning.

Safeguarding, reports of abuse and confidentiality

At the heart of these subjects, there must be a focus on keeping children safe, and all our schools understand they must play an important role in preventative education. Keeping Children Safe in Education (KCSIE) sets out that all schools must ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum. The RSHE curriculum will be responsive to emerging safeguarding risks and will include age-appropriate learning about online exploitation, harmful online influences, image sharing, artificial intelligence, misinformation, coercive and controlling behaviour, healthy boundaries and consent. Schools will ensure pupils know how to seek help, report concerns and access trusted support both within and beyond school.

Our IFtL schools believe it is important to actively promote and provide all children opportunities to openly discuss and debate potentially sensitive issues. It is recognised that such discussions can lead to increased safeguarding reports and sharing of concerns. Children should be made aware of how to raise their concerns or make a report and how any report will be handled. Staff will create a culture in which pupils feel safe to ask questions, share worries and report concerns. Pupils will understand that they will always be listened to, taken seriously and supported appropriately, whilst recognising that staff cannot promise confidentiality where a safeguarding concern exists. This should include processes when they have a concern about a friend or peer or an adult.

All staff must know what to do if a child tells them that they are being abused or neglected or are witnessing abuse. Staff must know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the Designated Safeguarding Lead (or deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

The Designated Safeguarding Lead (or a deputy) will oversee anything that is safeguarding-related in the context of these subjects. They will potentially have knowledge of trusted, high quality local resources that could be engaged, links to the police and other agencies and the knowledge of any local issues which it may be appropriate to address in lessons. When a school invites external agencies in to support delivery of these subjects, they must agree in advance of the session how a safeguarding report should be dealt with by the external visitor. It is important that children understand how confidentiality will be handled in a lesson and what might happen if they choose to make a report. Where emerging safeguarding issues arise locally or nationally, schools will review and adapt the RSHE curriculum as appropriate to ensure pupils receive timely, accurate and relevant education. This may include responding to emerging online risks, local safeguarding concerns or changes in statutory guidance whilst maintaining an age-appropriate and evidence-informed approach.

There are some important points for teachers in terms of how they approach this content and how they consider their planning. When teaching the new subjects, schools should be aware that children may raise topics including self-harm and suicide. In talking about this content in the classroom, teachers must be aware of the risks of encouraging or making suicide seem a more viable option for

pupils and avoid material being instructive rather than preventative. To avoid this, they should take care to avoid giving instructions or methods of self-harm or suicide and avoid using emotive language, videos or images. 'Teacher Guidance: preparing to teach about mental health and emotional wellbeing' provides useful support for teachers in handling this material. If teachers have concerns about a specific pupil in relation to self-harm or suicidal ideation or attempts, they must follow safeguarding procedures.

Roles and responsibilities

The board of Trustees

The Board of Trustees will approve the IFtL RSHE Core Values and Offer and will receive assurance that all schools are meeting their statutory duties in relation to Relationships Education, Relationships and Sex Education and Health Education (RSHE). Responsibility for monitoring the effective implementation of school-level RSHE policies is delegated to Local Governing Bodies, whilst maintaining strategic oversight of compliance, safeguarding, curriculum quality and Trust expectations.

CEO and Head of School Improvement

The head of school development and safeguarding lead, under the direction of the CEO, will:

- Approve the policy
- Work with headteachers to make sure they can implement the policy in their school
- Report to the board of trustees on any issues with its implementation across the trust
- Ensure that Trust guidance reflects current statutory requirements, safeguarding expectations and national guidance.
- Provide strategic support and professional development to schools to ensure high-quality, evidence-informed RSHE provision across the Trust.
- Monitor Trust-wide developments, emerging safeguarding issues and legislative changes, updating guidance where necessary.

Local governing bodies

Each school is to develop their own policy, incorporating the core values of this policy, personalised to their school context and children's needs. The local governing bodies are responsible to approve this school level policy and ensure it is fully implemented and meets all legal requirements and government recommendations. Local Governing Bodies will also seek assurance that the curriculum is delivered in accordance with statutory guidance, reflects the needs of pupils and the local community, and supports the school's safeguarding culture.

Local governing bodies are responsible for supporting the implementation of the policy in their school, and report any issues to the IFtL Head of School Development and/ or CEO if they occur. As well as fulfilling their legal obligations, the local governing bodies will make sure that within the school:

- all pupils make progress in achieving the expected educational outcomes;
- the 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 the school can fulfil its legal obligations.
- the curriculum reflects current statutory guidance and emerging safeguarding priorities;
- appropriate arrangements are in place to engage parents and carers and communicate curriculum content clearly;

- staff receive appropriate professional development to deliver RSHE confidently, accurately and sensitively;
- appropriate monitoring and evaluation arrangements are in place to review curriculum quality, pupil outcomes and stakeholder feedback.

Foundation governors and trustees of faith academy trusts will also have wider responsibilities in relation to maintaining and developing the religious ethos of the schools.

Head teachers and senior leadership team
The headteacher and senior leadership team are responsible for ensuring that RSHE is taught consistently well across their school, and for managing requests to withdraw pupils from non-statutory and non-science components of RSHE. They are also responsible to ensure that staff have appropriate quality CPD to ensure effective delivery of the RSHE curriculum. They are also responsible for ensuring that the RSHE curriculum reflects current statutory guidance, local safeguarding priorities and the needs of their pupils, and that parents and carers receive clear information about curriculum content and delivery. They will ensure that appropriate systems are in place to monitor the quality and impact of RSHE across the school and that any areas for development are identified through the school's quality assurance processes.

Staff are responsible for:
- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory and non-science components of RSHE
- **Maintaining accurate and up-to-date knowledge through professional development.**
- **Delivering factual, evidence-informed and age-appropriate teaching in accordance with the school's RSHE curriculum.**
- **Recognising and responding appropriately to safeguarding concerns in line with the school's Child Protection and Safeguarding Policy.**

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 senior leadership who will support staff to deliver the RSHE curriculum.
All schools must state within their school policy the names and roles of those responsible for teaching RSHE in the school.

Pupils
Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity. We wish all our children to be confident to discuss and ask questions about life in modern Britain and any issues/ challenges they may face. Pupils are encouraged to contribute positively to learning, respect differing views, ask appropriate questions and seek support from trusted adults whenever they have concerns about their own or another person's safety or wellbeing.

Training
It is important that all staff are confident, knowledgeable and are equipped with the right skills to ensure RSHE is taught effectively with sensitivity and in an age- appropriate manner. Staff need to understand they may be faced with difficult questions and know how they should respond to these. Staff therefore need to be effectively trained on the delivery of RSHE and this must be incorporated into each school's continuing professional development programme.

The headteacher and/ or senior leaders will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE. Professional development will be reviewed regularly to ensure staff remain up to date with statutory guidance, safeguarding requirements, online safety, emerging technologies and local safeguarding priorities. Schools will ensure staff understand how to respond appropriately to sensitive questions, disclosures and safeguarding concerns arising during RSHE lessons.

Monitoring arrangements and assessment

The delivery of RSHE will be monitored by each of the schools head teacher/ senior leaders and the named professional responsible for leading this monitoring will be included within the school policy. Details of monitoring arrangements, such as planning scrutinise, learning walks, document perusal etc. will be outlined within the school policy.

Pupils' development in RSHE will be monitored by the class teachers as part of each school's internal assessment systems. Schools should have the same high expectations of the quality of pupils' work in these subjects as for all other curriculum areas. A strong curriculum will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress.

Lessons must be planned to ensure that pupils of differing abilities, including the most able, are suitably challenged. Teaching will be assessed and assessments used to identify where pupils need extra support or intervention.

Whilst there is no formal examined assessment for these subjects, there are some areas to consider in strengthening quality of provision, and which demonstrate how teachers can assess outcomes. For example, tests, written assignments or self-evaluations, to capture progress. Schools will monitor the effectiveness of RSHE through a range of quality assurance activities including curriculum review, lesson visits, pupil voice, staff feedback, parental feedback and scrutiny of planning where appropriate. Monitoring outcomes will inform future curriculum development, staff professional development and school improvement planning.

This IFtL policy will be reviewed by the Head of School Improvement at least annually or if there is any change within requirements and/ or legislation prior to the review period. At every review, the policy will be approved by IFtL board of trustees.

School RSHE Policy will be reviewed at least annually or if there is any change within requirements and/ or legislation prior to the review period. At every review, the policy will be approved by Local Governing Body.

IFtL expectations and School Requirements

Each school will incorporate the IFtL RSHE Core Values and IFtL Offer within its own school RSHE policy, demonstrating clearly how these principles are implemented through curriculum design, teaching, safeguarding practice and wider school life. School policies must reflect the statutory requirements for Relationships Education, Relationships and Sex Education and Health Education, current Department for Education guidance, Keeping Children Safe in Education, the Equality Act 2010 and any other relevant legislation or statutory guidance. Schools will ensure all required information is published and reviewed regularly to remain compliant with statutory and website requirements.

Schools are responsible to implement an age-appropriate, developmental curriculum which meets the needs of their children, school context and community. This enables our schools to respond to local public health and community issues, meet the needs of their community and adapt materials and programmes to meet the needs of their children (for example in teaching about gangs or high local prevalence of specific sexually transmitted infections). Schools will ensure that their curriculum is carefully sequenced, evidence-informed and responsive to the needs of their pupils and community. Curriculum planning should reflect local safeguarding priorities, emerging risks and the changing digital world whilst remaining appropriate to pupils' age, stage of development and individual needs.

Schools must also comply with the relevant provisions of the Equality Act as noted earlier. Where appropriate this may also require a differentiated curriculum. Schools have specific duties to increase the extent to which disabled pupils can participate in the curriculum. Schools will also ensure that reasonable adjustments and adaptive teaching approaches enable all pupils, including those with SEND, to access the full RSHE curriculum and participate successfully.

Summary of expectations:

Accountability
Key aspects of Relationships Education, RSHE and Health Education are in scope for Ofsted inspection; for example, through inspectors' consideration of pupils' personal development, behaviour and welfare; and pupils' spiritual, moral, social and cultural development.

IFtL Safeguarding Statement
Safeguarding is everyone's business. IFtL is committed to ensuring that all our children, young people and adults are safe and feel safe.

- Schools must have an up-to-date RSHE policy that has been developed in consultation with parents/carers, pupils, staff and governance and is published on the school website.
- The policy must clearly set out the curriculum content, how and when it is taught, arrangements for monitoring and evaluation, and parents' rights to request withdrawal from the non-statutory aspects of sex education.
- Schools must deliver an age-appropriate, developmental and evidence-informed curriculum that reflects statutory guidance and current safeguarding priorities.
- Staff must receive appropriate professional development to ensure they have the knowledge, confidence and skills to deliver RSHE accurately, sensitively and effectively.
- Schools must take account of pupils' age, stage of development, religious background and individual needs when planning and delivering the curriculum.
- The curriculum must be fully accessible to all pupils, including those with SEND and disadvantaged pupils, with appropriate adaptations made where necessary.
- Schools must comply with the Equality Act 2010, the Human Rights Act 1998 and all relevant safeguarding legislation.
- Teaching must reflect current legislation and present factual information accurately and objectively whilst respecting different beliefs and protected characteristics.
- Schools must ensure teaching and resources are age-appropriate, inclusive, evidence-informed and quality assured.
- Pupils should develop the knowledge and skills to recognise healthy relationships, understand consent and boundaries, stay safe both online and offline, and know how to seek help when needed.
- Schools should ensure pupils develop digital resilience, understand responsible online behaviour and are equipped to recognise emerging online risks, including harmful online influences, coercive behaviour, image sharing and misinformation.
- Schools should regularly review their RSHE curriculum to ensure it remains responsive to local safeguarding priorities, pupil voice and changes to statutory guidance.

Across IFtL, we expect RSHE to contribute significantly to pupils' personal development, safeguarding and preparation for life in modern Britain. Through high-quality teaching, strong partnerships with families and an inclusive, evidence-informed curriculum, our schools will equip pupils with the knowledge, skills and confidence to build healthy relationships, make informed decisions and thrive throughout their lives.

If you have any concerns at all, raise them **immediately** with the local DSL or IFtL's Head of Safeguarding, Health, Children and Families: vblackmore@iftl.co.uk

For further contact details, see:

- IFtL Child Protection and Safeguarding policy
- IFtL Whistleblowing policy

https://www.iftl.co.uk/policies/

APPENDICIES:

Appendix One: **What children should be taught and what they should know by the end of primary school** (Extracts from the Department for Education statutory guidance)

The appendices below summarise the statutory expectations for Relationships Education, Relationships and Sex Education and Health Education. Schools should ensure that curriculum planning reflects the most current Department for Education statutory guidance alongside local safeguarding priorities and the needs of their pupils.

Relationships Education (Primary)

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers should include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.

A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This can be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Through Relationships Education (and RSHE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

TOPIC	PUPILS SHOULD KNOW
Families and people who care for me	Pupils should know: • 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 marriage13 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	Pupils should know: • 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	Pupils should know: • 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. • 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	Pupils should know: • 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. • how to recognise unreliable or misleading information online and understand that not everything seen online is true or trustworthy. • that artificial intelligence and other digital technologies can create realistic images, videos and information which may not always be genuine.
Being safe	Pupils should know: • 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 sources. • how to recognise when someone may be trying to manipulate, pressure or exploit them online or offline and how to seek help immediately from a trusted adult.

Sex Education (Primary)

The Relationships Education, RSHE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education.

The content set out in this guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born. As well as consulting parents more generally about the school's overall policy, primary schools should consult parents before the final year of primary school about the detailed content of what will be taught. This process should include offering parents support in talking to their children about sex education and how to link this with what is being taught in school. Meeting these objectives will require a graduated, age-appropriate programme of sex education. Teaching needs to take account of the developmental differences of children.

Where a maintained primary school chooses to teach aspects of sex education (which go beyond the national curriculum for science), the school must set this out in their policy and all schools should consult with parents on what is to be covered. Primary schools that choose to teach sex education must allow parents a right to withdraw their children. Unlike sex education in RSHE at secondary, in primary schools, head teachers must comply with a parent's wish to withdraw their child from sex education beyond the national curriculum for science. Schools will want to draw on the good practice for conversations with parents around the right to withdraw as set out in paragraphs 45 and 46. Schools must also ensure that their teaching and materials are appropriate having regard to the age and religious backgrounds of their pupils. Schools will also want to recognise the significance of other factors, such as any special educational needs or disabilities of their pupils.

The Law

It is important for children 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)

Physical health and mental wellbeing: Primary.

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health. This starts with pupils being taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

Teachers should go on to talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid. Emphasis should be given to the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors.

Pupils should also be taught the benefits of hobbies, interests and participation in their own communities. This teaching should make clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, including in organised and structured activities and groups (for example the scouts or girl guide movements), are beneficial for health and wellbeing. Pupils should be taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices. In later primary school, pupils should be taught why social media, computer games and online gaming have age restrictions and should be equipped to manage common difficulties encountered online. A firm foundation in the benefits and characteristics of good health and wellbeing will enable teachers to talk about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.

TOPIC	PUPILS SHOULD KNOW
Mental wellbeing	• 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 how to recognise when someone may be trying to manipulate, pressure or exploit them online or offline and how to seek help immediately from a trusted adult.

Internet safety and harms	Pupils should know • 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. • 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. . • that online content may be created or changed using artificial intelligence and that information should be checked using trusted sources before it is believed or shared.
Physical health and fitness	Pupils should know • 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	Pupils should know • 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	Pupils should know • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	Pupils should know • 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. • 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	Pupils should know: • 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	Pupils should know: • 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

Appendix Two: What children should be taught and what they should know by the end of Secondary school (Extracts from the Government guidelines)

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them 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. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships.

This will help pupils 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.

Effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life. This should be delivered in a non-judgemental, factual way and allow scope for young people to ask questions in a safe environment. Many teachers use approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion and using question boxes to allow pupils to raise issues anonymously.

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. Alongside being taught about intimate relationships, pupils should also be taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult. This teaching should enable pupils to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful.

Pupils should understand the benefits of healthy relationships to their mental wellbeing and self-respect. Through gaining the knowledge of what a healthy relationship is like, they can be empowered to identify when relationships are unhealthy. They should be taught that unhealthy relationships can have a lasting, negative impact on mental wellbeing.

As in primary, secondary Relationships Education can be underpinned by a wider, deliberate cultivation and practice of resilience and character in the individual. These should include character traits such as belief in achieving goals and persevering with tasks, as well as personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance of self-respect and self-worth. There are many ways in which secondary schools should support the development of these attributes, for example by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

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.

It is recognised that there will be a range of opinions regarding RSE. The starting principle when teaching each of these must be that the applicable law should be taught in a factual way so that pupils are clear on their rights and responsibilities as citizens.

Schools may choose to explore faith, or other perspectives, on some of these issues in other subjects such as Religious Education.

Pupils should be well informed about the full range of perspectives and, within the law, should be well equipped to make decisions for themselves about how to live their own lives, whilst respecting the right of others to make their own decisions and hold their own beliefs. Key aspects of the law relating to sex which should be taught include 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.

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.

Internet safety should also be addressed. Pupils should be taught the rules and principles for keeping safe online. This will include how to recognise risks, harmful content and contact, and how and to whom to report issues. Pupils should have a strong understanding of how data is generated, collected, shared and used online, for example, how personal data is captured on social media or understanding the way that businesses may exploit the data available to them.

Some pupils are also exposed to harmful behaviours online, and via other forms of media, which may normalise violent sexual behaviours. A focus on healthy relationships and broader Relationships Education can help young people understand acceptable behaviours in relationships.

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.

TOPIC	PUPILS SHOULD KNOW
Families	• 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	• the characteristics of positive and healthy friendships, in all contexts including online, such as: • 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 • 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	• 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 • how artificial intelligence, algorithms and targeted online content can influence opinions, choices and behaviours and how to evaluate online information critically.
Being safe	• 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 • how to recognise coercive or controlling behaviour in both online and offline relationships and how to access appropriate support.
Intimate and sexual relationships, including sexual health	• 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 • how healthy relationships are built upon mutual respect, communication, consent and equality, and how to recognise behaviours that are abusive, exploitative or manipulative. • 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

The 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. Schools should ensure that teaching reflects current legislation and safeguarding guidance. Pupils should understand that the law exists to protect them and others, and should know where to seek help if they are worried about themselves or another person.

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 and radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)
- online behaviours including image sharing, indecent images of children, livestreaming, digital communications and the misuse of artificial intelligence

Physical health and mental wellbeing: Secondary

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.

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.

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.

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.

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 disorders [footnote 1].

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.

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:

TOPIC	PUPILS SHOULD KNOW
Mental wellbeing	• 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	• 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	• 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	• how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer
Drugs, alcohol and tobacco	• 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	• 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	• basic treatment for common injuries • life-saving skills, including how to administer CPR [footnote 2] • the purpose of defibrillators and when one might be needed
Changing adolescent body	• 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

Appendix Three: Other useful guidance to refer to

The guidance should be read in conjunction with:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC)
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).
- National Citizen Service guidance for schools

Appendix Four: Suggested Resources within the Government Guidelines

There are many excellent resources available, free of charge, which schools can draw on when delivering these subjects. Schools should assess each resource that they propose to use carefully to ensure it is appropriate for the age and maturity of pupils and sensitive to their needs, where relevant, schools should use resources that are medically accurate. Schools should also consider drawing on the expertise of the main subject associations who often quality assure third party resources. We also recognise that schools use resources from representative bodies (e.g. many Catholic and other schools draw on the model curricula provided by the Catholic Education Service.) Schools should also ensure that, when they consult parents, they provide examples of the resources they plan to use, as this can be reassuring for parents, and enables them to continue the conversations started in class at home.
This is for illustrative purposes and is not an exhaustive list.
Relationships Education Safeguarding: NSPCC PANTS rule with film.
Example of model primary curricula from Catholic Education.
Relationships and Sex Education Sexual health and relationships: up to date information on all aspects of sexual and reproductive health available on Sexwise's website which teachers may find helpful for their knowledge.
Abuse in relationships: Disrespect NoBody from the Home Office and Government Equalities Office.
Consent: PSHE Association lesson plans from the PSHE association.
LGBT inclusivity: Stonewall lesson plans and materials for primary and secondary.
Resources covering all contexts, including online, and specifically relationships and bullying, alcohol, smoking, stress, body image from Public Health England website with videos made by young people and resources tested with teachers.
Example model secondary curricula from Catholic education.
Mental health, Mental health and emotional wellbeing lesson plans from PSHE Association.
MindEd educational resources on children and young people's mental health.
Online safety Education for a Connected World is the UK Council for Internet safety (UKCCIS) framework of digital knowledge and skills for different ages and stages.
Sexting advice from UKCCIS for schools on preventative education and managing reports of sexting.
Thinkuknow is the education programme from National Crime Agency (NCA) and Child Exploitation Online Programme (CEOP), which protects children both online and offline. The site offers materials for parents, teachers and pupils on a wide range of online safety issues and facts about areas such as digital footprints, recognising fake websites and checking URLs.
PSHE Association Programme of study for KS1-5

Drugs and alcohol Planning effective drug and alcohol education from Mentor-ADEPIS research and briefing papers with ideas for lessons
Extremism and radicalisation Practical advice and information from Educate Against Hate for teachers, teachers in leadership positions and parents on protecting children from extremism and radicalization.
Curriculum Non-statutory framework for Citizenship KS 1 and 2 (non-statutory programme of study). Schools may wish to draw on the Citizenship programme of study in their planning.

Appendix Five: Parent form: withdrawal from sex education within RSHE (non-statutory elements of sex education only)

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

TO BE COMPLETED BY THE SCHOOL	
Discussions about the reasons for withdrawing and why the school recommends the child participates within the lessons	
Agreed actions from discussion with parents	