

# Relationships, Sex and Health Education (from 2020) Policy

Livingstone Academy,  
Bournemouth

Please note this a Draft policy that will be finalised in Autumn 2021 upon the opening of the Academy.

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## Aims

The aims of relationships, sex and health education (RSHE) at Livingstone Academy are to:

- Develop students' sense of self-worth, self-respect and teach students the importance of self-care:
  - Create a positive culture around issues of sexuality and relationships.
  - Provide students with reliable information so they can make informed decisions about their health and bodies.
  - Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
  - Teach students the correct vocabulary to describe themselves and their bodies.
- Prepare students to navigate the opportunities, risks and challenges in their lives in a healthy, happy and safe way:
  - Teach students resilience and perseverance strategies.
  - Develop students' self-confidence.
- Develop students' interpersonal attributes such as kindness, empathy, tolerance and integrity:
  - Create a positive culture around working together.
  - Deal with misconceptions, myths and misunderstandings.
- Safeguard students:
  - Provide a framework in which sensitive discussions can take place.
  - Teach students how to ask for support in times of need.
- Develop 21st century skills such as critical thinking and digital literacy:
  - Teach students how to operate, act and communicate safely on and offline.
  - Teach students how to consume and share information safely on and offline.

## Definition

RSHE stands for Relationship, Sex and Health Education. It is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity in a safe environment where students can discuss their thoughts and receive age appropriate reliable guidance. RSHE involves a combination of sharing information, and exploring issues and values. RSHE is **not** about the promotion of sexual activity, indeed evidence shows that the provision of well taught, effective RSHE reduces the likelihood of young people engaging in risky behaviours (See [A curriculum for life: the case for statutory PSHE education](#)).

## Statutory requirements

### Primary Academy

The Relationships Education, RSE, 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. (DfE RSE Guidance, 2019).

As a primary Academy, we must provide relationships education to all students as per section 34 of the Students and Social Work Act 2017.

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSHE, we must have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996.

### Secondary Academy

As a secondary Academy, we must provide RSE to all students as per section 34 of the Students and Social work act 2017.

In teaching RSE, 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.

At our Academy we teach RSHE as set out in this policy.

## Policy development

This policy will be finalised following further development with staff, students and parents once the Academy has opened. The consultation and policy development process will follow the following steps:

1. **Review** – Wellness lead will pull together relevant information including relevant national and local guidance.
2. **Staff consultation** – all school staff will be given the opportunity to look at the policy and make recommendations before it is finalised.
3. **Parent/stakeholder consultation** – parents/carers and any interested parties will be invited to attend a meeting about the policy.

4. **Student consultation** – we will investigate what exactly students want and need from their RSHE.
5. **Ratification** – once amendments are made, the policy will be shared with governors and ratified.

## Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. Before the policy is finalised, the policy will undergo consultation with parents, students and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that students are fully informed and don't seek answers online.

For more information about our curriculum, see our curriculum map in Appendix 1.

## Delivery of RSHE

The RSHE curriculum is part of the wider PSHE curriculum which has been mapped against the 6 core components of the Academy's Wellness Curriculum, which is developed by Aspirations Academy Trust and then adapted to meet the contextual needs of The Livingstone Academy students.

RSHE is delivered through the physical, emotional and interpersonal components of the Wellness Curriculum in a combination of the following ways throughout the school day and year:

- Deep Learning Sessions/ Days/ Workshops in Assessment, Personal and Performance weeks.
- School daily routines, including 'TIP' time (Thought of the Day, Information, Portfolio) with mentors.
- Assemblies and whole school events related to a range of global, national, local and topical campaigns.
- Integrated into Applied Transdiscipline assignments where students research and draw on a range of disciplines over a period of 5 to 6 weeks to answer a provoking question, tackle a relevant issue or solve a real-world problem.
- Some biological and health-focused aspects of the RSHE curriculum are taught within the physical education and science curriculum.
- Further opportunities for embedding the RSHE curriculum into the wider curriculum are identified by teachers in weekly collaborative planning sessions, using the RSHE curriculum map as guidance for topic and theme coverage.
- Teachers use collaborative planning sessions to reflect on any critical areas of the RSHE curriculum they may need to address in response to the immediate and contextual needs of their students.

Lessons are taught by teachers and occasionally by external agencies such as school nurses or youth workers.

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

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

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

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

**The delivery of RSHE will be monitored just like any other subject, for example through:**

- Learning walks.
- Book scrutiny.
- Data analysis.
- Student voice.
- Staff consultations.
- Ongoing CPD.

Students' development in RSHE is monitored by class teachers termly through summative data. Students should be given feedback on their progress and be able to articulate their understanding of key aspects of the curriculum.

## **Inclusion**

All students have a right to age appropriate RSHE regardless of faith, gender, sexual orientation, race or disability. High quality teaching that is differentiated and personalised is the starting point to ensure accessibility for all of our students.

The Equality Act of 2010 protects students, young people and adults against discrimination, harassment and victimisation in relation to education.

Wellness Leads as well as the Safeguarding Leads both have a duty of care to ensure that all staff delivering RSHE are familiar with the Safeguarding Policy and understand the necessary protocol should a safeguarding issue arise. Furthermore, the backgrounds of all students are taken into account when planning and teaching, so that the topics are sensitive to the needs of our students and families.

## **Roles and responsibilities**

### **Governance**

The Board of Trustees for Aspirations delegates responsibility to local Regional Boards (RB). The RB will approve the Wellness Curriculum and the RSHE Policy. This policy will be reviewed by the Wellness Lead annually. At every review, the policy will be approved by the RB.

### **The Executive Director of Learning**

The Executive Director of Learning is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw students from non-statutory components of RSHE (see '*parents' right to withdraw*')

### **Staff**

Staff are responsible for:

- Delivering RSHE in a sensitive way.
- Modelling positive attitudes to RSHE.
- Monitoring progress.
- Responding to the needs of individual students.
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory components of RSHE.

It is important that RSHE is taught by staff trained and eager to teach RSHE just like any other subject. If staff have concerns about teaching RSHE they should speak to their line manager, but it is an expectation that all staff will promote the values and ethos of the curriculum.

### **Students**

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

## **Parents' right to withdraw**

Parents have the right to withdraw their students from the non-statutory components of sex education within RSE up to and until 3 terms before the student turns 16. After this point, if the student wishes to receive sex education rather than being withdrawn, the Academy will arrange this. Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Executive Director of Learning.

A copy of withdrawal requests will be placed in the student's educational record. The Executive Director of Learning will discuss the request with parents and take appropriate action.

Alternative work will be given to students who are withdrawn from sex education.

## **Training**

Staff delivering RSHE are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.

## **Links to other policies**

The RSHE policy links to the Wellness Curriculum which has been developed by the Aspirations Academies Trust to help promote positive mental health and emotional well-being in our students and to teach our students self-responsibility for their behaviour and their lifestyle choices.

The Safeguarding and Child Protection Policy is also relevant to this policy.

## **Monitoring arrangements**

The delivery of RSHE is monitored by the Wellness Lead just like any other subject through the usual Academy monitoring systems.

Students' development in RSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Wellness Lead annually.

## Appendices

### Appendix 1: Curriculum map

The RSHE curriculum is part of the wider PSHE curriculum which has been mapped against the 6 core components of the Aspirations Academies Trust's Wellness Curriculum. The elements shown in the tables below refer to the 4 components of the Wellness Curriculum which cover the RSHE curriculum.

For further information on when the listed topic/themes are due to be taught, please contact Nia Treharne, Director of Digital Curriculum and Innovation at [ntreharne@livingstone-aspirations.org](mailto:ntreharne@livingstone-aspirations.org).

### Relationships and sex education curriculum map

#### Whole school

|                     | TOPIC/ THEME DETAILS   |
|---------------------|--|
| <b>Healthy diet</b> | Adherence to national guidance on healthy eating in school canteens and offer a broad range of healthy and nutritious food.<br>Conducting periodic consultations with their student council about food on offer in their canteens.<br>PE is an important part of school life and all academies offer a comprehensive sporting programme. |

#### Year R

|  | TOPIC/ THEME DETAILS  |
|--|---|
| <b>Coming together as a community at LAB</b> | Family life; making friends; falling out and making up; being a good friend; dealing with bullying.   |
| <b>Understanding ourselves</b>               | Understanding feelings; Identifying talents; being special; challenges; perseverance; goal-setting; overcoming obstacles; seeking help; physical activity; healthy food; sleep; keeping clean; being safe; fun and fears; celebrations. |
| <b>Growing up</b>                            | Growing up - how have I changed from baby to now respecting my body; growing up; growth and change; bodies (NOT including names of sexual parts); respecting my body and looking after it, e.g. personal hygiene.                       |

## Year 7

|   |  | TOPIC/ THEME DETAILS  | National Curriculum Key Area  |
|---|--|---|---|
| <b>Throughout Year (Tutor time, Lessons e.g. P.E)</b>   |  | <p>Exercise and fresh air - building positive associations between physical activity and promotion of mental wellbeing.</p> <p>Self-care - importance of routines and good quality sleep for good health.</p> <p>Healthy mind - Benefits and importance of physical exercise, time outdoors etc. on mental wellbeing and happiness.</p> | <p>Physical health and fitness</p> <p>Health and prevention</p> <p>Mental wellbeing</p> |
| <b>Key Topics</b>   | <b>Safety in our digital world</b>   | Internet safety - establishing students' existing knowledge of internet safety and harms; equipping them with awareness and understanding sufficient to engage safely in digital world they live in and will experience at Livingstone.   | Online and media, Internet safety and harms   |
|   | <b>Mindset, coming together as individuals within a community</b>  | Healthy mind - laying the foundations for a healthy mindset, setting and achieving goals as the means to achieving a sense of accomplishment, building resilience and perseverance.   | Mental wellbeing  |
|   |  | Respectful relationships - building caring, positive and healthy friendships, coming together to achieve goals. Reflecting on relationships building over first half-term, developing strategies to strengthen relationships moving forward.  | Respectful relationships. including friendships   |
|   | <b>First Aid</b>   | First aid - basic treatment for common injuries.  | Basic first Aid   |
| <b>Emotional wellbeing and the impact of cyberbullying/ bullying/social media on our emotional health</b> | <p>Mental wellbeing - the importance of talking about emotions accurately and sensitively, learning the vocabulary and building the confidence to discuss any issues which impact how students feel about themselves and their lives. Recognising that happiness is linked to being connected to others and sharing our thoughts and experiences.</p> <p>Respectful relationships/online and media - recognising that relationships with and being connected to others can also lead to negative situations/have negative connotations. Recognising the impact of cyberbullying,</p> | <p>Mental wellbeing</p> <p>Families</p> <p>Internet safety and harms</p> <p>Online and media</p>  |   |

|  |  |   |   |
|--|--|---|---|
|  |  | bullying and social media, and building the strategies to identify and deal with/navigate them in today's society.  |   |
|  | <b>Decisions which reflect our ethical, moral, cultural values</b> | <p>Understanding changing adolescent bodies/intimate and sexual relationships - learning about the reproductive organs and how this impacts our body's appearance. Discussing and debating cultural/moral/religious views on fertility control.</p> <p>Respectful relationships - assumptions and stereotypes about different religions, views, gender, race. Developing strategies to show tolerance, respect and build positive relationships in their immediate and wider communities.</p> | <p>Changing adolescent body</p> <p>Intimate and sexual relationships</p> <p>Respectful relationships, including friendships</p> |
|  | <b>Safety 'on and off line'</b>                                    | <p>Being safe in the various environments we live in.</p> <p>Recognising and developing strategies to identify unsafe behaviours/risks/relationships on and offline (viewing of harmful content, grooming etc, indecent images, etc.) recognising consent and the right to withdraw consent, knowing how to report and/or find support.</p>   | <p>Being safe</p> <p>Internet safety and harms</p>  |
|  | <b>Lifestyle choices</b>   | <p>Avoiding unhealthy habits - learning about illegal drugs and associated risks, learning about alcohol, tobacco and associated risks.</p> <p>Healthy diet/exercise and fresh air - recognising characteristics of an active lifestyle, implementing habits which lead to healthy and happy lives including physical exercise, keeping clean, sleep routines.</p>  | <p>Drugs, alcohol and tobacco</p> <p>Healthy eating</p> <p>Physical health and fitness</p>                                      |

## Appendix 2: By the end of primary school, students should know

This guidance is adapted from the Statutory guidance on [Relationships education, relationships and sex education \(RSE\) and health education](#) and has been mapped against the 6 core components of the Wellness Curriculum.

| TOPIC             | STUDENTS SHOULD KNOW  |
|-------------------|---|
| PHYSICAL WELLNESS | <p><b>EXERCISE AND FRESH AIR</b></p> <ul style="list-style-type: none"> <li>The characteristics and mental and physical benefits of an active lifestyle.</li> </ul> |

|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>• 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.</li> <li>• The risks associated with an inactive lifestyle (including obesity).</li> <li>• How and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul> <p><b>HEALTHY DIET</b></p> <ul style="list-style-type: none"> <li>• What constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• The principles of planning and preparing a range of healthy meals.</li> <li>• 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).</li> <li>• The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> <li>• How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• The facts and science relating to immunisation and vaccination.</li> <li>• Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• About menstrual wellbeing including the key facts about the menstrual cycle.</li> <li>• The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> <li>• How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> </ul> |
|  | <p><b>SELF WORTH- A HEALTHY MIND</b></p> <ul style="list-style-type: none"> <li>• That mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• 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.</li> <li>• How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and</li> </ul>  |

|                              |   |
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|                              | <p>others' feelings.</p> <ul style="list-style-type: none"> <li>• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• Isolation and loneliness can affect students and that it is very important for students to discuss their feelings with an adult and seek support.</li> <li>• That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• 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).</li> </ul> <p><b>BEING SAFE</b></p> <ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> </ul> <p><b>INTERNET SAFETY AND HARMS</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul> <p><b>ONLINE RELATIONSHIPS</b></p> <ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> </ul> |
| <b>INTELLECTUAL WELLNESS</b> | <p><b>FIRST AID</b></p> <ul style="list-style-type: none"> <li>• How to make a clear and efficient call to emergency services if necessary.</li> <li>• Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>   |
| <b>EMOTIONAL</b>             | <b>RESPECTFUL RELATIONSHIPS</b>   |

**WELLNESS**

- 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.

**FAMILIES**

- Families are important for students 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 students 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 students' families are also characterised by love and care.
- 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.
- 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.
- 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.
- 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 students 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.

#### **CARING FRIENDSHIPS**

- 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.

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• 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.</li> </ul> |
|--|---|

**By the end of secondary school, students should know**

This guidance is adapted from the Statutory guidance on [Relationships education, relationships and sex education \(RSE\) and health education](#) and has been mapped against the 6 core components of the Wellness Curriculum. The text below shows the elements of the Wellness Curriculum which cover the RSHE curriculum.

| TOPIC                           | STUDENTS SHOULD KNOW   |
|---------------------------------|--|
| <p><b>PHYSICAL WELLNESS</b></p> | <p><b>EXERCISE AND FRESH AIR</b></p> <ul style="list-style-type: none"> <li>• Students understand the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</li> <li>• The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.</li> <li>• About the science relating to blood, organ and stem cell donation.</li> </ul> <p><b>HEALTHY DIET</b></p> <ul style="list-style-type: none"> <li>• How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</li> </ul> <p><b>AVOIDING UNHEALTHY HABITS</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• The law relating to the supply and possession of illegal substances.</li> <li>• The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</li> <li>• The physical and psychological consequences of addiction, including alcohol dependency.</li> <li>• Awareness of the dangers of drugs which are prescribed but still present serious health risks.</li> <li>• The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</li> </ul> |

|                                  |   |
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|                                  | <p><b>SELF CARE</b></p> <ul style="list-style-type: none"> <li>• About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</li> <li>• About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.</li> <li>• (Late secondary) - The benefits of regular self-examination and screening.</li> <li>• The facts and science relating to immunisation and vaccination.</li> <li>• The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</li> <li>• Understanding changing bodies.</li> <li>• The main changes which take place in males and females, and the implications for emotional and physical health.</li> </ul>   |
| <p><b>EMOTIONAL WELLNESS</b></p> | <p><b>HEALTHY MIND</b></p> <ul style="list-style-type: none"> <li>• How to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> <li>• That happiness is linked to being connected to others.</li> <li>• How to recognise the early signs of mental wellbeing concerns.</li> <li>• Common types of mental ill health (e.g. anxiety and depression).</li> <li>• 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.</li> <li>• The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</li> </ul> <p><b>FEELING SAFE</b></p> <ul style="list-style-type: none"> <li>• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.</li> <li>• How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).</li> </ul> <p><b>BEING FREE FROM PREJUDICE AND DISCRIMINATION - ONLINE</b></p> <ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>• About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>• What to do and where to get support to report material or manage issues online.</li> <li>• The impact of viewing harmful content.</li> <li>• That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see</li> </ul> |

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|   | <p>themselves in relation to others and negatively affect how they behave towards sexual partners.</p> <ul style="list-style-type: none"> <li>• That sharing and viewing indecent images of students (including those created by students) is a criminal offence which carries severe penalties including jail.</li> <li>• How information and data is generated, collected, shared and used online.</li> </ul> <p><b>INTERNET SAFETY AND HARMS</b></p> <ul style="list-style-type: none"> <li>• How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</li> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>• About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>• What to do and where to get support to report material or manage issues online.</li> <li>• The impact of viewing harmful content.</li> <li>• That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</li> <li>• That sharing and viewing indecent images of students (including those created by students) is a criminal offence which carries severe penalties including jail.</li> </ul> |
| <p><b>INTELLECTUAL WELLNESS</b></p>           | <p><b>FIRST AID</b></p> <ul style="list-style-type: none"> <li>• Basic treatment for common injuries.</li> <li>• Life-saving skills, including how to administer CPR.15.</li> <li>• The purpose of defibrillators and when one might be needed.</li> </ul>   |
| <p><b>INTERPERSONAL / SOCIAL WELLNESS</b></p> | <p><b>RESPECTFUL RELATIONSHIPS, INCLUDING FRIENDSHIPS</b></p> <ul style="list-style-type: none"> <li>• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others,</li> </ul>  |

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|  | <p>including people in positions of authority and due tolerance of other people's beliefs.</p> <ul style="list-style-type: none"> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> <li>• The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</li> </ul> <p><b>STABLE RELATIONSHIPS/FAMILY LIFE</b></p> <ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships.</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up students.</li> <li>• What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> <li>• The characteristics and legal status of other types of long-term relationships.</li> <li>• The roles and responsibilities of parents with respect to raising of students, including the characteristics of successful parenting.</li> <li>• How to: determine whether other students, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</li> <li>• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> </ul> |
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|  | <ul style="list-style-type: none"> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> <li>• The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</li> </ul> <p><b>INTIMATE AND SEXUAL RELATIONSHIPS, INCLUDING SEXUAL HEALTH</b></p> <ul style="list-style-type: none"> <li>• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</li> <li>• That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.</li> <li>• The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available.</li> <li>• The facts around pregnancy including miscarriage.</li> <li>• That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).</li> <li>• How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour.</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul> |
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