

Bellingham Middle School



Sex and Relationships Policy

Name of Policy	Sex and Relationships Policy
Named Person(s)	Lindsay Hamilton
Review Committee	Full governing body
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Rationale and ethos

This policy covers our school approach to Sex and Relationship Education. From September 2020, it is a statutory requirement, as set by the Department of Education, that all students must be taught Relationships and Sex Education (RSE). However, here at Bellingham Middle School, RSE has been vigorously supported and is firmly embedded through our PSHE, Computing, RE, Food Technology, Science and PE provision.

We define 'relationships and sex education' as emotional, social and physical aspects of growing up, having relationships, engaging in sex, and learning about human sexuality and sexual health. We believe that good quality RSE is mindful of young people's early experience and is based on their development and expressed needs. It provides consistent messages, is ongoing and progressive, and supports children and young people's confidence as they move from childhood to adulthood. It helps them understand themselves, negotiate their relationships and prepares them for adulthood. We view the partnership of home and school as vital in providing the context for RSE as we want parents and carers to talk to pupils about growing up, talk to them about sex, as well as learning about other people's views and opinions in school.

We ensure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEN/D), by tailoring the curriculum to meet the needs of all children. Opportunities for pupils to discuss and work creatively provides the scope pupils need to work to their full potential. Teachers ensure content, approach and use of inclusive language reflects the diversity of our school community, and helps each and every pupil to feel valued and included in their classroom. We ensure RSE fosters gender equality and LGBTQ+ equality by never assuming all intimate relationships are between opposite sex. All classes are mixed in terms of abilities and disabilities, experiences, backgrounds, gender and sexual identities, use of inclusive language, inclusion of LGBTQ+ people in case studies and scenarios. Although there will be no direct promotion of sexual orientation, staff will deal honestly and sensitively with any examples raised. Any form of bullying e.g. homophobic abuse, linked with LGBTQ+ will be dealt with following procedures in our Anti-Bullying policy. Our inclusive RSE fosters good relations between pupils, tackles all types of prejudice – including homophobia – and promotes understanding and respect, enabling us to meet the requirements, and live the intended spirit, of the Equality Act 2010. The intended outcomes of our RSE programme are that pupils will:

- Know and understand the law regarding sexual relationships.
- Understand that they have a right to feel safe and healthy.
- Develop the skills of critical thinking in order to dispel myths and misconceptions.
- Understand that they have a responsibility to respect others.

Our RSE programme supports our school ethos in aiming to provide a happy learning environment where all children feel able to pursue their interests, develop a strong sense of community and are inspired to learn to the best of their ability. We want our RSE programme to support our pupils in becoming:

- Successful learners, who enjoy learning, make progress and achieve.
- Confident individuals, who are able to live safe, healthy and fulfilling lives.
- Responsible citizens, who make a positive contribution to society.

School values underpin the teaching and delivery of our RSE programme:

- We are KIND
- We are RESILIENT
- We RESPECT

Roles and responsibilities

The RSE programme will be led by the Headteacher, who is also the PSHE curriculum leader. A working party (consisting of the Headteacher, Pastoral Lead, and two of the governing body (S Mobberley & L Davidson) exists to develop and review our RSE policy. Our RSE programme is predominantly taught within our PSHE curriculum but some aspects are delivered in Science, Computing, Religious Education, Food Technology and PE. Form tutors deliver our PSHE lessons. Teaching staff receive RSE training as and when needs are identified to ensure teachers develop the confidence and skills needed to deliver RSE effectively.

The governing board

The governing board will approve the RSE policy, and hold the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-science components of RSE.

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-science components of RSE

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

Pupils

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

Legislation (statutory regulations and guidance)

Current legislation from the Department for Education states that from September 2020, all schools must deliver relationships education (in primary schools) and relationships and sex education (in secondary schools). We acknowledge the right of parents/carers to withdraw their child from those aspects of the RSE programme not included in the science curriculum. However, we encourage all parents who have concerns to discuss these with the Headteacher/PSHE coordinator. Quite often, when parents review the materials and aims of the lessons they realise there is no need to withdraw their child from RSE.

Documents that inform the school's RSE policy include:

- Education Act (1996)

- Learning and Skills Act (2006)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st Century (2014)
- Keeping Children Safe in Education – Statutory safeguarding guidance (2020)
- Children and Social Work Act (2017)

Curriculum design

A large proportion of our RSE programme is taught through our PSHE curriculum. However, certain aspects are planned and delivered through the science, food technology, computing, RE and PE programmes of study. A detailed overview of where and when RSE is delivered in each curriculum area can be found in Appendix one. Work across our local partnership in relation to RSE has ensured clarity in what topics are being taught in each year group to ensure continuity and progression for pupils. Further advice was sought from a document produced by the PSHE Association: ‘We’ve got it covered’, July 2019.

We strive to ensure that RSE is matched to the needs of our pupils at Bellingham Middle School by working in partnership with the LEA; school health advisor; parents; Teenage Pregnancy Team; voluntary and statutory youth agencies; school nurse; pupil voice; taking into account our locality and current topical issues relating to our locality; results of National Child Measurement Programme; Northumberland School Health and Wellbeing Survey; as well as our own internal monitoring of pupils’ behaviour, mental wellbeing and health.

Our RSE programme is matched to the needs of our pupils by ensuring it is age-appropriate at each key stage. RSE is taught through a range of teaching methods and interactive activities, including providing opportunities for our pupils to make real decisions about their lives and to take part in activities which simulate adult choices to demonstrate their ability to take responsibility for their decisions.

The needs of children with special educational needs will be met by:

- policy and programme involvement for those who teach young people with SEN
- consideration of the needs of each young person
- consultation with appropriate people including parents
- providing training for staff working with young people with SEN.

High quality resources will support our RSE provision and will be age-appropriate and up to date. They will avoid racism, sexism, gender and homophobic stereotyping but will include positive images of a range of young people and will encourage active and participatory learning methods. Selected resources, such as books and film clips, will be used which support and promote understanding within a moral context, and therefore support one of our core values of care. Quality and provision of resources are regularly reviewed during departmental meetings.

The teacher will also introduce the “Ask-It Basket” as a means for pupils to ask confidential questions. Confidentiality and safeguarding procedures will be made clear so that pupils know they can raise issues with staff but know that if any safety concerns arise these will be passed on to the Designated Safeguarding Lead.

Pupils will be encouraged to reflect on their own learning by self-assessing at the end of a topic to demonstrate knowledge and skills acquired. Any weaknesses, or requests by pupils for further learning, are addressed through assemblies, form times or future PSHE lessons.

An overview of the learning in each year group, within each subject and in each term, can be found in Appendix One.

Safe and Effective practice

Bellingham Middle School will focus on the delivery of RSE using a variety of formal and informal opportunities and strategies. This will be achieved by:

- allocating designated time for PSHE within the curriculum and via occasional off-timetable experiences for enrichment
- supporting the training needs of all staff who are expected to deliver RSE
- working in partnership with LEA, school health advisor, parents, Teenage Pregnancy Team, voluntary and statutory youth agencies, and the school nurse.

We will establish a safe learning environment:

- in which open and non-judgmental discussions about sex, sexuality and sexual health can be held
- by developing a group agreement to ensure acceptable boundaries for discussion that safeguard young people and professionals
- ensuring that one-to-one work also acknowledges the need for boundaries and supportive frameworks
- by respecting the privacy and confidentiality of young people within the boundaries of child protection, and informing young people of these rights
- by linking RSE to information about advice services that young people can access using a range of strategies including health days and drop-in facilities
- by sharing and agreeing 'ground rules' at the start of a topic.

The teacher should ensure that the following points form part of the ground rules:

- No-one (teacher or pupil) will have to answer a personal question
- No-one will be forced to take part in a discussion
- Only the correct names for body parts will be used
- Meanings of words will be explained in a sensible and factual way.

Distancing techniques such as role play, case studies, invented characters will be used to depersonalize all discussions. This is to avoid embarrassment of staff and to protect pupil's privacy. This technique also allows pupils to discuss sensitive issues and develop their decision-making skills in a safe environment.

Pupils will be encouraged to ask questions and our staff are aware of the following guidelines:

- Teachers must guide pupils as to whether a question is appropriate in a whole class setting or would be better discussed separately.
- An "Ask-it basket" will ensure that pupils are able to ask questions anonymously by writing down the question on a piece of paper.
- Teachers can use their judgement to decide if, how and when questions should be answered. For example, if a question is too personal, then pupils must be reminded

of ground rules. Another example would be that the teacher would like to seek further advice from colleagues regarding the appropriateness or how to answer a question so will discuss with pupils at a later date.

- If a teacher feels uncomfortable answering a question then they should discuss this with the Headteacher / PSHE coordinator.
- If a question is too explicit, isn't age appropriate or raises concerns then the teacher should acknowledge and promise to attend to it at a later date. This allows pupils to feel respected but protects other pupils from inappropriate content. To maintain trust and respect the teacher must ensure they follow up on this question.
- If a teacher is at all concerned by a pupil's question or comment then they should discuss it with the PSHE coordinator and refer to the safeguarding procedures.
- All staff teaching RSE will be supported primarily by the PSHE coordinator but also by SENDCO, SLT, Designated Safeguarding Leads.

Safeguarding

RSE plays a very important part in fulfilling the statutory duties all schools have to meet. RSE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. State-funded schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38). Updated government safeguarding guidance is now available (Keeping Children Safe in Education, 2020) and includes a section about being alert to signs that young girls may be at risk of female genital mutilation (FGM). School summer holiday especially during the transition from primary to secondary schools is thought to be a key risk time for FGM. We are aware of the OFSTED thematic report on 'The Sexual Exploitation of Children, it couldn't happen here, could it?' The government guidance on RSE (DfE, 2020) emphasises the importance of schools working in partnership with parents. Under current legislation schools should enable parents to exercise their right to withdraw their children (until the age of 19) from any school RSE taught outside National Curriculum Science (Education Act 1996). This applies to maintained primary and secondary schools and includes pupils attending a sixth form that is part of a school.

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers will consult with the designated safeguarding lead and in their absence the deputy safeguarding lead. Visitors and external agencies which support the delivery of RSE will be required to sign in at the office and provide an example of identification. The protocol for inviting visitors into lessons is not to leave them unaccompanied with pupils without a member of teaching staff.

Engaging stakeholders

We are committed to parents and carers by providing their child with an outstanding RSE curriculum, with our school values of kindness, resilience and respect at its core. Parents will be informed about the policy through the website. Parents will be asked to comment on certain aspects of RSE through the annual parental survey. The parental right to withdraw pupils from RSE remains in secondary education, for aspects of sex education which are not part of the Science curriculum. We work closely with parents to ensure that they are fully aware of what is being taught and provide additional resources by sharing recommendations to recognised avenues of support. We will notify parents when sex

education will be taught and will share lesson content and delivery. Governors are informed of the RSE policy and curriculum through regular governors' meetings and CPD. Pupil voice is used termly to review and tailor our RSE programme to match the different needs of pupils and emerging current issues.

Monitoring, reporting and evaluation

Teachers will critically reflect on the impact of their work in delivering RSE through subject CPD, lesson observation and self-evaluation. Pupils will have opportunities to review and reflect on their learning through effective questioning during lesson time, and self-assessment. We also welcome pupil voice, as we believe it is influential in adapting and amending planned learning activities as well as identifying enrichment needs.

APPENDIX ONE

Bellingham Middle School RSE Programme of Study

(Criteria taught at KS1, OR, KS3 –Y9; KS4)

DFE: <u>Relationships</u> – By the end of Y6, pupils should know:		Where does this fit into our RSE provision? Subject / Year / Term / Topic
Families and people who care for me	<ul style="list-style-type: none"> that families are important for children growing up because they can give love, security and stability. 	PSHE Y5 Summer 'Relationships'
	<ul style="list-style-type: none"> 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. 	PSHE Y5 Summer 'Relationships'
	<ul style="list-style-type: none"> 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. 	PSHE Y5 Summer 'Relationships'
	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	PSHE Y5 Summer 'Relationships'
	<ul style="list-style-type: none"> that marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 	PSHE Y6 Summer 'Relationships'
	<ul style="list-style-type: none"> how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. 	PSHE Y5 Summer 'Relationships'
Caring friendships	<ul style="list-style-type: none"> how important friendships are in making us feel happy and secure, and how people choose and make friends. 	PSHE Y5 Autumn 'Being Me'
	<ul style="list-style-type: none"> the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 	PSHE Y5 Autumn 'Being Me'
	<ul style="list-style-type: none"> that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 	PSHE Y5 Autumn 'Being Me'
	<ul style="list-style-type: none"> 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. 	PSHE Y5 Autumn 'Being Me'
	<ul style="list-style-type: none"> how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or 	PSHE Y6 Autumn 'Being Me'

	uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.	
Respectful relationships	<ul style="list-style-type: none"> the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. 	PSHE Y5 Autumn 'Celebrating Difference' RE Y5 Summer 'Beliefs in our Community' RE Y6 Summer 'Welcoming New Additions into our Community'
	<ul style="list-style-type: none"> practical steps they can take in a range of different contexts to improve or support respectful relationships. 	PSHE Y5 Summer 'Relationships' Computing Y5 – Y6 Online Relationships; Health, Wellbeing, Lifestyle.
	<ul style="list-style-type: none"> the conventions of courtesy and manners. 	Reinforced and consolidated through: - school values - assemblies - discipline policy - SMSC opportunities
	<ul style="list-style-type: none"> the importance of self-respect and how this links to their own happiness. 	
	<ul style="list-style-type: none"> that in school and in the 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. 	
	<ul style="list-style-type: none"> about different types of bullying (including cyberbullying), the <ul style="list-style-type: none"> impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. 	PSHE Y5 Autumn 'Being Me' Computing Y5 – Y6 Online Bullying Reinforced and consolidated through: - school values - assemblies - discipline policy
	<ul style="list-style-type: none"> what a stereotype is, and how stereotypes can be unfair, negative or destructive. 	PSHE Y6 Autumn 'Celebrating Difference' Computing Y5 – Y6 Online Identity
	<ul style="list-style-type: none"> the importance of permission-seeking and giving in relationships with friends, peers and adults. 	PSHE Y5 Summer 'Relationships'
Online relationships	<ul style="list-style-type: none"> that people sometimes behave differently online, including by pretending to be someone they are not. 	PSHE Y5 Summer 'Relationships' PSHE Y6 Summer 'Relationships' Computing Y5 – Y6 Online Relationships Reinforced and consolidated through: - Safer Internet Day - assemblies

	<ul style="list-style-type: none"> 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. 	PSHE Y5 Summer 'Relationships' Computing Y5 – Y6 Online Relationships
	<ul style="list-style-type: none"> the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 	PSHE Y5 Summer 'Relationships' PSHE Y6 Summer 'Relationships' Computing Y5 – Y6 Managing Online Information
	<ul style="list-style-type: none"> how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. 	PSHE Y5 Summer 'Relationships' PSHE Y6 Summer 'Relationships' Computing Y5 – Y6 Privacy and Security; Managing Online Information
	<ul style="list-style-type: none"> how information and data is shared and used online 	PSHE Y5 Spring 'Healthy Me' PSHE Y6 Spring 'Healthy Me'
Being safe	<ul style="list-style-type: none"> what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). 	PSHE Y5 Autumn 'Being Me' Computing Y5 – Y6 Online Relationships
	<ul style="list-style-type: none"> 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. 	PSHE Y5 Spring 'Healthy Me' supported by NSPCC
	<ul style="list-style-type: none"> that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. 	PSHE Y5 Spring 'Healthy Me' supported by NSPCC
	<ul style="list-style-type: none"> how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. 	PSHE Y5 Spring 'Healthy Me' PSHE Y6 Spring 'Healthy Me'
	<ul style="list-style-type: none"> how to recognise and report feelings of being unsafe or feeling bad about any adult. 	PSHE Y5 Summer 'Relationships' PSHE Y6 Summer 'Relationships' supported by NSPCC
	<ul style="list-style-type: none"> how to ask for advice or help for themselves or others, and to keep trying until they are heard. 	PSHE Y5 Autumn 'Being Me'
	<ul style="list-style-type: none"> how to report concerns or abuse, and the vocabulary and confidence needed to do so. 	PSHE Y5 Autumn 'Being Me'

		PSHE Y6 Autumn 'Being Me'
	<ul style="list-style-type: none"> • where to get advice e.g. family, school and/or other sources. 	PSHE Y5 Autumn 'Being Me'
DFE: Physical Health and Mental Wellbeing – KS1 / KS2 – Pupils should know:		
Mental Wellbeing	<ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health 	PSHE Y5 Spring 'Healthy Me' PE curriculum – ongoing Computing Y5 – Y6 Health, Wellbeing, Lifestyle.
	<ul style="list-style-type: none"> • 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 	
	<ul style="list-style-type: none"> • 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 	PSHE Y5 Spring 'Healthy Me' Computing Y5 – Y6 Health, Wellbeing, Lifestyle.
	<ul style="list-style-type: none"> • how to judge whether what they are feeling and how they are 	PSHE Y5 Spring 'Healthy Me' Computing Y5 – Y6 Health, Wellbeing, Lifestyle.
	<ul style="list-style-type: none"> • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness 	PE curriculum – ongoing Science Y5 – Animals Including Humans Science Y6 – Animals Including Humans
	<ul style="list-style-type: none"> • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests 	PSHE Y5 Spring 'Healthy Me' Computing Y5 – Y6 Health, Wellbeing, Lifestyle.
	<ul style="list-style-type: none"> • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support 	Consolidated and reinforced through: - assemblies - mentoring
	<ul style="list-style-type: none"> • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing 	PSHE Y5 Autumn 'Being Me' Computing Y5 – Y6 Online Bullying
	<ul style="list-style-type: none"> • 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 	PSHE Y5 Spring 'Healthy Me' PSHE Y6 Spring 'Healthy Me'

	<ul style="list-style-type: none"> else's mental wellbeing or ability to control their emotions (including issues arising online) 	
	<ul style="list-style-type: none"> 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 	PSHE Y6 Spring 'Healthy Me'
Internet Safety and Harms	<ul style="list-style-type: none"> that for most people the internet is an integral part of life and has many benefits 	Computing curriculum - ongoing
	<ul style="list-style-type: none"> 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 	Computing curriculum - ongoing
	<ul style="list-style-type: none"> 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 	Computing curriculum - ongoing BESAFE -enrichment
	<ul style="list-style-type: none"> why social media, some computer games and online gaming, for example, are age restricted 	Computing curriculum – ongoing PSHE Y6 Autumn 'Being Me'
	<ul style="list-style-type: none"> 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 	PSHE Y5 Summer 'Relationships' PSHE Y6 Summer 'Relationships'
	<ul style="list-style-type: none"> how to be a discerning consumer of information, including that from search engines is ranked, selected and targeted 	Computing curriculum - ongoing
	<ul style="list-style-type: none"> where and how to report concerns and get support with issues online 	PSHE Y5 Summer 'Relationships' PSHE Y6 Summer 'Relationships' Computing curriculum - ongoing
Physical Health and Fitness	<ul style="list-style-type: none"> the characteristics and mental and physical benefits of an active lifestyle 	PE curriculum - ongoing
	<ul style="list-style-type: none"> 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, 	PE curriculum – ongoing Daily Mile – whole school

	vigorous exercise	
	<ul style="list-style-type: none"> the risks associated with an inactive lifestyle (including obesity) 	PSHE Y5 Spring 'Healthy Me'
	<ul style="list-style-type: none"> how and when to seek support including which adults to speak to in school if they are worried about their health 	PSHE Y5 Spring 'Healthy Me'
Healthy Eating	<ul style="list-style-type: none"> what constitutes a healthy diet (including understanding calories, and other nutritional content) 	Y5 & Y6 FT curriculum – Eatwell Guide
	<ul style="list-style-type: none"> the principles of planning and preparing a range of healthy meals. 	Y5 & Y6 FT curriculum – Eatwell Guide
	<ul style="list-style-type: none"> 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) 	PSHE Y5 Spring 'Healthy Me'
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> the facts about legal and illegal substances and associated risks, including smoking, alcohol use and drug-taking 	PSHE Y5 Spring 'Healthy Me'
Health and Prevention	<ul style="list-style-type: none"> about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer 	PSHE Y6 Spring 'Healthy Me'
	<ul style="list-style-type: none"> the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn 	PSHE Y6 Spring 'Healthy Me'
	<ul style="list-style-type: none"> about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist 	PSHE Y5 Spring 'Healthy Me'
	<ul style="list-style-type: none"> about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. 	PSHE Y5 Spring 'Healthy Me'
	<ul style="list-style-type: none"> The facts and science relating to allergies, immunisation and vaccination. 	Science Y6 Summer 'Human Organs'
Basic first aid	<ul style="list-style-type: none"> know how to make a clear and efficient call to 	Consolidated through visit to Safetyworks,

	emergency services if necessary	Newcastle
	<ul style="list-style-type: none"> concepts of basic first-aid, for example dealing with common injuries, including head injuries 	PSHE Y5 Spring 'Healthy Me'
Changing adolescent body	<ul style="list-style-type: none"> key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes 	PSHE Y5 Summer 'Changing Me'
	<ul style="list-style-type: none"> about menstrual wellbeing including the key facts about the menstrual cycle 	PSHE Y5 Summer 'Changing Me'
SECONDARY		
DFE: <u>Physical Health and Mental Wellbeing</u> – KS3 / KS4 – Pupils should know:		
Mental Wellbeing	<ul style="list-style-type: none"> how to talk about their emotions accurately and sensitively, using appropriate vocabulary. 	PSHE Y7 Autumn 'Being Me' PSHE Y8 Autumn 'Being Me'
	<ul style="list-style-type: none"> that happiness is linked to being connected to others 	PSHE Y7 Autumn 'Being Me' PSHE Y8 Autumn 'Being Me'
	<ul style="list-style-type: none"> how to recognise the early signs of mental wellbeing concerns 	PSHE Y7 Spring 'Healthy Me' PSHE Y8 Spring 'Healthy Me'
	<ul style="list-style-type: none"> common types of mental ill health (e.g. anxiety and depression) 	PSHE Y7 Spring 'Healthy Me' PSHE Y8 Spring 'Healthy Me'
	<ul style="list-style-type: none"> 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 	PSHE Y7 Spring 'Healthy Me' PSHE Y8 Spring 'Healthy Me'
	<ul style="list-style-type: none"> the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness 	PSHE Y7 Spring 'Healthy Me' PSHE Y8 Spring 'Healthy Me'
Internet safety and harms	<ul style="list-style-type: none"> the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships (including social media), the risks related to online gambling including the accumulation of debt, how advertising and 	PSHE Y7 Summer 'Relationships' PSHE Y8 Summer 'Relationships' PSHE Y8 Spring 'Healthy Me' KS3 Computing curriculum - ongoing

	information is targeted at them and how to be a discerning consumer of information online	
	<ul style="list-style-type: none"> how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours 	KS3 Computing curriculum - ongoing
Physical health and fitness	<ul style="list-style-type: none"> the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress 	PE curriculum – ongoing PSHE Y7 Spring ‘Healthy Me’
	<ul style="list-style-type: none"> 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. 	PE curriculum – ongoing PSHE Y8 Spring ‘Healthy Me’
	<ul style="list-style-type: none"> as about the science relating to blood, organ and stem cell donation 	
Healthy eating	<ul style="list-style-type: none"> how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer 	KS3 FT curriculum – ongoing
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions 	PSHE Y7 Spring ‘Healthy Me’
	<ul style="list-style-type: none"> the law relating to the supply and possession of illegal substances 	PSHE Y7 Spring ‘Healthy Me’
	<ul style="list-style-type: none"> the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood 	PSHE Y8 Spring ‘Healthy Me’
	<ul style="list-style-type: none"> the physical and psychological consequences of addiction, including alcohol dependency 	PSHE Y8 Spring ‘Healthy Me’
	<ul style="list-style-type: none"> awareness of the dangers of drugs which are prescribed but still present serious health risks 	PSHE Y8 Spring ‘Healthy Me’
	<ul style="list-style-type: none"> the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access 	PSHE Y8 Spring ‘Healthy Me’

	support to do so	
Health and prevention	<ul style="list-style-type: none"> about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics 	PSHE Y7 Spring 'Healthy Me' Science Y7 Cells, Tissues and Organs
	<ul style="list-style-type: none"> about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist 	PSHE Y7 Spring 'Healthy Me'
	<ul style="list-style-type: none"> the benefits of regular self-examination and screening 	
	<ul style="list-style-type: none"> the facts and science relating to immunization and vaccination 	PSHE Y8 Spring 'Healthy Me'
	<ul style="list-style-type: none"> the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn 	PSHE Y7 Spring 'Healthy Me'
Basic first aid	<ul style="list-style-type: none"> basic treatment for common injuries 	Reinforced through visit to Safetyworks, Newcastle Y8
	<ul style="list-style-type: none"> life-saving skills, including how to administer CPR 	
	<ul style="list-style-type: none"> the purpose of defibrillators and when one might be needed 	
Changing adolescent body	<ul style="list-style-type: none"> key facts about puberty, the changing adolescent body and menstrual wellbeing 	PSHE Y7 Summer 'Changing Me' PSHE Y8 Summer 'Changing Me'
	<ul style="list-style-type: none"> the main changes which take place in males and females, and the implications for emotional and physical health 	PSHE Y7 Summer 'Changing Me' PSHE Y8 Summer 'Changing Me'
DFE: Relationships and sex education – KS3 / KS4 – Pupils should know:		
Families	<ul style="list-style-type: none"> that there are different types of committed, stable relationships. 	PSHE Y7 Summer 'Relationships'
	<ul style="list-style-type: none"> how these relationships might contribute to human happiness and their importance for bringing up children 	PSHE Y7 Summer 'Relationships'
	<ul style="list-style-type: none"> what marriage is, including its legal status e.g. 	PSHE Y7 Summer

	<p>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</p>	'Relationships'
	<ul style="list-style-type: none"> • why marriage is an important relationship choice for many couples and why it must be freely entered into 	
	<ul style="list-style-type: none"> • the characteristics and legal status of other types of long-term relationships 	
	<ul style="list-style-type: none"> • the roles and responsibilities of parents with respect to the raising of children, including the characteristics of successful parenting 	PSHE Y7 Summer 'Relationships'
	<ul style="list-style-type: none"> • how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed 	PSHE Y8 Summer 'Relationships'
Respectful relationships including friendships	<ul style="list-style-type: none"> • the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship 	PSHE Y8 Summer 'Relationships'
	<ul style="list-style-type: none"> • practical steps they can take in a range of different contexts to improve or support respectful relationships 	
	<ul style="list-style-type: none"> • 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) 	Y7 Autumn 'Celebrating Difference' Y8 Autumn 'Celebrating Difference'
	<ul style="list-style-type: none"> • 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 	Y7 Autumn 'Being Me' Y8 Autumn 'Being Me'

	<p>authority and due tolerance of other people's beliefs</p>	
	<ul style="list-style-type: none"> about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help 	<p>Y7 Autumn 'Being Me' Y8 Autumn 'Being Me'</p>
	<ul style="list-style-type: none"> that some types of behaviour within relationships are criminal, including violent behaviour and coercive control 	
	<ul style="list-style-type: none"> what constitutes sexual harassment and sexual violence and why these are always unacceptable 	
	<ul style="list-style-type: none"> the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal 	
Online and media	<ul style="list-style-type: none"> their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online 	<p>Y7 Summer 'Relationships' Y8 Summer 'Relationships' Y7 Autumn 'Digital Literacy & Citizenship' / 'Scams & Schemes'</p>
	<ul style="list-style-type: none"> about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online 	<p>Y7 Autumn 'Digital Literacy & Citizenship' / 'Scams & Schemes' Y8 Autumn 'Digital Literacy & Citizenship'</p>
	<ul style="list-style-type: none"> not to provide material to others that they would not want shared further and not to share personal material which is sent to them 	<p>Y8 Summer 'Relationships'</p>
	<ul style="list-style-type: none"> what to do and where to get support to report material or manage issues online 	<p>Reinforced and consolidated throughout KS3 Computing curriculum PSHE Y7 Summer 'Relationships' PSHE Y8 Summer 'Relationships'</p>
	<ul style="list-style-type: none"> the impact of viewing harmful content 	<p>PSHE Y8 Summer 'Changing Me'</p>
	<ul style="list-style-type: none"> that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people 	<p>PSHE Y8 Summer 'Changing Me'</p>

	<ul style="list-style-type: none"> see themselves in relation to others and negatively affect how they behave towards sexual partner 	
	<ul style="list-style-type: none"> that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail 	PSHE Y8 Summer 'Changing Me'
	<ul style="list-style-type: none"> how information and data is generated, collected, shared and used online 	Reinforced and consolidated throughout KS3 Computing curriculum
Being safe	<ul style="list-style-type: none"> the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, domestic abuse, and how these can affect current and future relationships 	PSHE Y7 Summer 'Relationships' PSHE Y8 Summer 'Relationships'
	<ul style="list-style-type: none"> the concepts of, and laws relating to rape, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships 	
	<ul style="list-style-type: none"> how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online) 	PSHE Y8 Summer 'Relationships'
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship 	PSHE Y7 Summer 'Relationships' PSHE Y8 Summer 'Relationships'
	<ul style="list-style-type: none"> 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 	PSHE Y7 Summer 'Relationships' PSHE Y8 Summer 'Relationships'
	<ul style="list-style-type: none"> the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. 	
	<ul style="list-style-type: none"> that there are a range of strategies for identifying and managing sexual pressure, 	PSHE Y7 Summer 'Relationships' PSHE Y8 Summer 'Relationships'

	including understanding peer pressure, resisting pressure and not pressurising others	
	<ul style="list-style-type: none"> that they have a choice to delay sex or to enjoy intimacy without sex 	
	<ul style="list-style-type: none"> the facts about the full range of contraceptive choices, efficacy and options available 	PSHE Y8 Summer 'Changing Me'
	<ul style="list-style-type: none"> the facts around pregnancy including miscarriage 	
	<ul style="list-style-type: none"> that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) 	
	<ul style="list-style-type: none"> how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing 	PSHE Y8 Summer 'Changing Me'
	<ul style="list-style-type: none"> about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment 	PSHE Y8 Summer 'Changing Me'
	<ul style="list-style-type: none"> how the use of alcohol and drugs can lead to risky sexual behaviour 	
	<ul style="list-style-type: none"> how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment 	