



ETHOS OF EXCELLENCE

Relationships and Sex Education (RSE Policy)

**The local governing body were notified of this policy on (22.9.2020)
The policy will be reviewed on (September 2022)**

Rationale/Ethos

George Spencer Academy believes that Relationship and Sex education [RSE] makes an essential contribution to every student's health, wellbeing and preparation for adult life in society. As an ethos driven school we recognise that RSE is essential for all young people, irrespective of gender, ethnicity or ability, about physical, sexual, moral and emotional development. It is also about the teaching of sex, sexuality and sexual health. It does not promote sexual activity or any particular sexual orientation or gender identity. RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of acquiring knowledge and information, sharing information, developing skills, and exploring issues, beliefs, attitudes and values.

It is essential that young people develop the skills to enable them to take control over their own sexual health and entity and become responsible citizens who make well-informed decisions about their lives.

Aims

- Provide a framework in which sensitive discussions can take place
- Develop understanding of key issues linked to relationships and sexual development
- Create a positive culture, promoting acceptance and tolerance around issues of sexuality and relationships
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Support students being physically, socially, emotionally safe and healthy encompassed within the core values that underpin our ethos of excellence.

Legislation

As a secondary academy school we must provide RSE to all pupils as per section 34 of the [Children 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 George Spencer Academy, we teach RSE as set out in this policy. Current regulations and guidance from the Department for Education state that the RSE policy complements the following documents that inform George Spencer Academy RSE policy:

- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2016)

Roles and responsibilities

- The governing board will read the RSE policy, and hold the Headteacher to account for its implementation.
- The Principal 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 (see parents right to withdraw).
- The Assistant Principal for pupil development and well-being will lead the RSE programme across the school.
- Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.
- 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.

Sensitive issues, confidentiality and advice to students

(a) Sensitive issues may include: Puberty, menstruation, sexual intercourse, contraception, abortion, safer sex, HIV/AIDS, sexually transmitted infections (STIs), abuse, awareness of sexuality or gender identity. Teachers should understand the difference between stating facts and stating opinions. If work in sensitive areas of the curriculum causes teachers any concerns, they should discuss them with their line manager or a senior leader. The DfEE document 'Relationships Education, Relationships and Sex Education (RSE) and Health Education issued in July 2018', contains further information on these topics and staff should be familiar with these. Teachers should establish clear parameters of what is and is not appropriate in a whole class setting to ensure a safe environment in which stakeholders do not feel embarrassed or anxious is established. Furthermore, discussions should always remain depersonalised. If a student requires further information, the class teacher can direct them to discuss further with an appropriate person, for example, Director of Learning (DL), Pastoral Support Assistant (PSA), Designated Safeguarding Lead [DSL] or member of SLT, as appropriate. If a teacher is concerned that a student is at risk of sexual abuse, they must inform the DSL in line with our Safeguarding and Child Protection policy. If a teacher is concerned about a student who is struggling with their sexuality or gender identity and that this is affecting their physical and/or mental wellbeing, staff should pass this information to the relevant DL. Questions, which have some relevance to sexual matters may arise during discussion. In order to avoid any question of parental withdrawal from such lessons, the law requires that 'such discussion is relatively limited and set within the context of the subject concerned'.

(b) Confidentiality: If a student makes a personal disclosure to a member of staff, that member of staff cannot offer or guarantee unconditional confidentiality. The member of staff must refer to the DSL as outlined in the Safeguarding and Child Protection policy.

(c) Advice to students: Through the pastoral support system, students will be given full information related to RSE elements.

Curriculum Design

Our RSE curriculum design is set out in our curriculum map (Appendix 1). Specific learning aims of the curriculum map for each year group are set out in the programme of study (Appendix 2). This curriculum is subject to change and will be developed in consultation with parents, pupils and staff and designed with the age, needs and feelings of our pupils considered.

RSE is taught within George Spencer's Personal Development curriculum. Lessons are delivered by Learning Managers during form time learning. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in philosophy and computing

All pupils will be given access to the curriculum and where SEND support is required this will be provided on consultation with the SENCo

Safe and Effective Practice

We will ensure a safe learning environment by ensuring that teachers and pupils agree ground rules before the delivery of an aspect of RSE. Teachers will remind students each and every time of the high expectations for successful delivery of lessons. Sensitive issues will be handled by teachers with care and with the support of the DL's, PSA's and DSLs. Students will also have access to Pastoral Support where necessary.

Safeguarding

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. In the case this occurs, teachers will consult with the designated safeguarding lead and in his /her absence their deputy safeguarding lead and follow procedures outlined in our Child Protection and Safeguarding Policy. Visitors and external agencies which support the delivery of RSE will be required to present DBS checks and will be required to read our Academy Safeguarding Policy. The protocol for inviting visitors into lessons is overseen by the Safeguarding Lead and the Assistant Principal in charge of Pupil Development and Well Being.

Engaging Stakeholders

Parents will receive a letter informing them about the RSE curriculum and will be directed to a google form where they can provide feedback. The policy will be available to parents through the Academy website. Parents can request to discuss any aspects of the curriculum with the Assistant Principal in charge of Pupil Development and Well Being in the first instance. We work closely with parents to ensure that they are fully aware of what is being taught

Parents have the right to withdraw their children from the non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. Requests for withdrawal should be put in writing and addressed to the Headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher or a delegated member of staff will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from sex education.

Monitoring, Reporting and Evaluation

Learning Managers will critically reflect on their work in delivering RSE through termly pastoral development meetings to ensure that consistent messages are taught across the school. Directors of Learning will implement quality assurance processes across their year group to monitor the delivery of RSE in their year group. DLs quality assurance will be overseen by the Assistant Principal for Pupil Development and Well Being to ensure consistency.

Pupils will have opportunities to review and reflect on their learning during lessons and will complete student voice activities which will be influential in adapting and amending planned learning activities for the future.

Appendix 1: Personal Development, Curriculum Map

Intent statement for Personal Development:

- Personal Development will provide students with the knowledge, understanding, attitudes and practical skills to live safe, healthy, and productive lives developing them into responsible, tolerant and positive citizens who are prepared for life in modern Britain
- Personal development will support students in developing important skills such as empathy, compassion and communication. Reflective lessons will also support our students to develop their self confidence, self worth, motivation and goal setting. Discussion, debating and presenting will also be key skills developed through the personal development curriculum.
- Personal development, alongside excellence days and the Growth curriculum, will provide students with opportunities to learn about the wider world and information that is not included in our formal curriculum.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7						
Topics	Health and Well Being: <ul style="list-style-type: none"> • Self concept • Mental health and well being • Healthy lifestyles 	Health and Well Being: <ul style="list-style-type: none"> • Drugs, alcohol, tobacco • Puberty and sexual health Relationships: <ul style="list-style-type: none"> • Positive relationships 	Personal Development: Relationships: <ul style="list-style-type: none"> • Relationship values • Forming and maintaining respectful relationships • Consent 	Personal Development: Relationships: <ul style="list-style-type: none"> • Contraception and parenthood • Bullying abuse and discrimination • Social influences 	Living in the Wider World: <ul style="list-style-type: none"> • Values for life in modern Britain 	Living in the Wider World: <ul style="list-style-type: none"> • Financial choices
Year 8						
Topics	Personal Development: Health and Well Being <ul style="list-style-type: none"> • Self concept • Mental Health and well being • Healthy lifestyles 	Personal Development: Health and Well Being <ul style="list-style-type: none"> • Drugs, alcohol, tobacco • Puberty and sexual health Relationships: <ul style="list-style-type: none"> • Positive Relationships 	Personal Development: Relationships: <ul style="list-style-type: none"> • Relationship values • Forming and maintaining respectful relationships • Consent 	Personal Development: Relationships: <ul style="list-style-type: none"> • Contraception and parenthood • Bullying abuse and discrimination • Social influences 	Living in the Wider World: <ul style="list-style-type: none"> • Values for life in modern Britain 	Living in the Wider World: <ul style="list-style-type: none"> • Financial choices • Media literacy and digital resilience

Year 9

Topics	Personal Development: Health and Well Being <ul style="list-style-type: none"> Self concept Mental Health and well being Healthy lifestyles 	Personal Development: Health and Well Being <ul style="list-style-type: none"> Drugs, alcohol, tobacco Puberty and sexual health Relationships: <ul style="list-style-type: none"> Positive Relationships 	Personal Development: Relationships: <ul style="list-style-type: none"> Relationship values Forming and maintaining respectful relationships Consent 	Personal Development: Relationships: <ul style="list-style-type: none"> Contraception and parenthood Bullying abuse and discrimination Social influences 	Living in the Wider World: <ul style="list-style-type: none"> Values for life in modern Britain 	Living in the Wider World: <ul style="list-style-type: none"> Media literacy and digital resilience
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Year 10

Topics	Personal Development: Health and Well Being <ul style="list-style-type: none"> Self concept Mental Health and well being Healthy lifestyles 	Personal Development: Health and Well Being <ul style="list-style-type: none"> Drugs, alcohol, tobacco Sexual health and fertility Relationships: <ul style="list-style-type: none"> Positive Relationships 	Personal Development: Relationships: <ul style="list-style-type: none"> Relationship values Forming and maintaining respectful relationships Consent 	Personal Development: Relationships: <ul style="list-style-type: none"> Contraception and parenthood Bullying abuse and discrimination Social influences 	Living in the Wider World: <ul style="list-style-type: none"> Values for life in modern Britain Financial choices 	Living in the Wider World: <ul style="list-style-type: none"> Media literacy and digital resilience
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Year 11

Topics	Personal Development: Health and Well Being <ul style="list-style-type: none"> Self concept Mental Health and well being Healthy lifestyles 	Personal Development: Health and Well Being <ul style="list-style-type: none"> Drugs, alcohol, tobacco Puberty and sexual health Relationships: <ul style="list-style-type: none"> Positive Relationships 	Personal Development: Relationships: <ul style="list-style-type: none"> Relationship values Forming and maintaining respectful relationships Consent 	Personal Development: Relationships: <ul style="list-style-type: none"> Contraception and parenthood Bullying abuse and discrimination Social influences 	Living in the Wider World: <ul style="list-style-type: none"> Financial choices Media literacy and digital resilience 	
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Appendix 2: Programme of Study

Year group	What pupils will Learn;	
	THEME 1: Health and Wellbeing	THEME 2: Relationships
7	<p>Self Concept H1. how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing</p> <p>Mental Health and Well Being H6. how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary H7. the characteristics of mental and emotional health and strategies for managing these</p> <p>Healthy lifestyles H14. the benefits of physical activity and exercise for physical and mental health and wellbeing H15. the importance of sleep and strategies to maintain good quality sleep H17. the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices</p> <p>Drugs, alcohol and tobacco H23. the positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics H24. to evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use</p> <p>Puberty and sexual health H34. strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing</p>	<p>Positive Relationships R1. about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them R2. indicators of positive, healthy relationships and unhealthy relationships, including online R4. the difference between biological sex, gender identity and sexual orientation R7. how the media portrays relationships and the potential impact of this on people's expectations of relationships</p> <p>Contraception and parenthood R32. the communication and negotiation skills necessary for contraceptive use in healthy relationships (see also 'Health') R35. the roles and responsibilities of parents, carers and children in families</p> <p>Bullying, abuse and discrimination R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied</p> <p>Social Influences R42. to recognise peer influence and to develop strategies for managing it, including online R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support R44. that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this</p>
8	<p>Self Concept H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)</p>	<p>Positive Relationships R5. to recognise that sexual attraction and sexuality are diverse</p>

	<p>H3. the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health</p> <p>Mental Health and Well Being</p> <p>H8. the link between language and mental health stigma and develop strategies to challenge stigma, myths and misconceptions associated with help-seeking and mental health concerns</p> <p>H9. strategies to understand and build resilience, as well as how to respond to disappointments and setbacks</p> <p>H10. a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support</p> <p>Healthy lifestyles</p> <p>H13. the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities</p> <p>H16. to recognise and manage what influences their choices about physical activity</p> <p>H18. what might influence decisions about eating a balanced diet and strategies to manage eating choices</p> <p>Drugs, alcohol and tobacco</p> <p>H25. strategies to manage a range of influences on drug, alcohol and tobacco use, including peers</p> <p>H26. information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use</p> <p>H27. the personal and social risks and consequences of substance use and misuse including occasional use</p> <p>Puberty and sexual health</p> <p>H35. about the purpose, importance and different forms of contraception; how and where to access contraception and advice (see also Relationships)</p>	<p>R6. that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion</p> <p>Relationship Values</p> <p>R11. to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships</p> <p>Forming and maintaining respectful relationships</p> <p>R18. to manage the strong feelings that relationships can cause (including sexual attraction)</p> <p>R19. to develop conflict management skills and strategies to reconcile after disagreements</p> <p>R22. the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support</p> <p>Consent</p> <p>R26. how to seek, give, not give and withdraw consent (in all contexts, including online)</p> <p>R27. that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected</p> <p>Contraception and parenthood</p> <p>R36. the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children</p> <p>Bullying, abuse and discrimination</p> <p>R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships</p> <p>R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice</p> <p>Social Influences</p> <p>R46. strategies to manage pressure to join a gang, exit strategies and how to access appropriate support</p> <p>R47. motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon</p>
<p>9</p>	<p>Self Concept</p> <p>H4. simple strategies to help build resilience to negative opinions, judgements and comments</p>	<p>Positive Relationships</p> <p>R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation</p>

	<p>H5. to recognise and manage internal and external influences on decisions which affect health and wellbeing</p> <p>Mental Health and Well Being</p> <p>H11. the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help for themselves or others as soon as possible <i>[NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).]</i></p> <p>H12. how to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need</p> <p>Healthy lifestyles</p> <p>H19. the importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination (especially testicular self-examination in late KS3); the purpose of vaccinations offered during adolescence for individuals and society.</p> <p>H21. how to access health services when appropriate</p> <p>H22. the risks and myths associated with female genital mutilation (FGM), its status as a criminal act and strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM</p> <p>Drugs, alcohol and tobacco</p> <p>H23. the positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics</p> <p>H24. to evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use</p> <p>Puberty and sexual health</p> <p>H36. that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs)</p>	<p>R8. that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex</p> <p>Relationship Values</p> <p>R12. that everyone has the choice to delay sex, or to enjoy intimacy without sex</p> <p>Forming and maintaining respectful relationships</p> <p>R21. how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships</p> <p>R22. the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support</p> <p>R23. the services available to support healthy relationships and manage unhealthy relationships, and how to access them</p> <p>Consent</p> <p>R28. to gauge readiness for sexual intimacy</p> <p>R29. the impact of sharing sexual images of others without consent</p> <p>R30. how to manage any request or pressure to share an image of themselves or others, and how to get help</p> <p>R31. that intimate relationships should be pleasurable</p> <p>Contraception and parenthood</p> <p>R33. the risks related to unprotected sex</p> <p>R34. the consequences of unintended pregnancy, sources of support and the options available</p> <p>Bullying, abuse and discrimination</p> <p>R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online</p> <p>Social Influences</p> <p>R45. about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours</p> <p>R46. strategies to manage pressure to join a gang, exit strategies and how to access appropriate support</p>
<p>10</p>	<p>Self Concept</p> <p>H1. to accurately assess their areas of strength and development, and where appropriate, act upon feedback</p>	<p>Positive Relationships</p> <p>R1. the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality</p> <p>R2. the role of pleasure in intimate relationships, including orgasms</p>

H2. how self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this

Mental Health and Well Being

H5. the characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people’s mental health

H6. about change and its impact on mental health and wellbeing and to recognise the need for emotional support during life changes and/or difficult experiences

H7. a broad range of strategies — cognitive and practical — for promoting their own emotional wellbeing, for avoiding negative thinking and for ways of managing mental health concerns

Healthy lifestyles

H11. to make informed lifestyle choices regarding sleep, diet and exercise

H12. the benefits of having a balanced approach to spending time online

H13. to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical and mental health

H14. about the health services available to people; strategies to become a confident user of the NHS and other health services; to overcome potential concerns or barriers to seeking help

Drugs, alcohol and tobacco

H19. the consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities

H20. wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle

Sexual health and Fertility

H26. the different types of intimacy — including online — and their potential emotional and physical consequences (both positive and negative)

H27. about specific STIs, their treatment and how to reduce the risk of transmission

H28. how to respond if someone has, or may have, an STI (including ways to access sexual health services)

H29. to overcome barriers, (including embarrassment, myths and misconceptions) about sexual health and the use of sexual health services

R3. to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary

R4. the importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships

R5. the legal rights, responsibilities and protections provided by the Equality Act 2010

Relationship Values

R9. to recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours

Forming and maintaining respectful relationships

R11. strategies to manage the strong emotions associated with the different stages of relationships

R12. to safely and responsibly manage changes in personal relationships including the ending of relationships

R13. ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them

R14. the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks

Consent

R18. about the concept of consent in maturing relationships

R19. about the impact of attitudes towards sexual assault and to challenge victim blaming including when abuse occurs online

R20. to recognise the impact of drugs and alcohol on choices and sexual Behaviour

parenthood

R23. how to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner

R24. the physical and emotional responses people may have to unintended pregnancy; the different options available; whom to talk to for accurate, impartial advice and support

Bullying, abuse and discrimination

R28. to recognise when others are using manipulation, persuasion or coercion and how to respond

R29. the law relating to abuse in relationships, including coercive control and online harassment

		<p>R30. to recognise when a relationship is abusive and strategies to manage this</p> <p>R31. the skills and strategies to respond to exploitation, bullying, harassment and control in relationships</p> <p>Social Influences</p> <p>R35. to evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs</p> <p>R36. skills to support younger peers when in positions of influence</p>
<p>11</p>	<p>Self Concept</p> <p>H3. how different media portray idealised and artificial body shapes; how this influences body satisfaction and body image and how to critically appraise what they see and manage feelings about this</p> <p>H4. strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing</p> <p>Mental Health and Well Being</p> <p>H8. to recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help or treatment is available</p> <p>H9. the importance of and ways to pre-empt common triggers and respond to warning signs of unhealthy coping strategies, such as self-harm and eating disorders in themselves and others <i>[NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/ inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).]</i></p> <p>H10. how to recognise when they or others need help with their mental health and wellbeing; to explore and analyse ethical issues when peers need help; strategies and skills to provide basic support and identify and access the most appropriate sources of help</p> <p>Healthy lifestyles</p> <p>H16. how to take increased personal responsibility for maintaining and monitoring health including cancer prevention, screening and self-examination</p> <p>H17. to assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings and the use of sunbeds</p> <p>H18. the ways in which industries and advertising can influence health and</p>	<p>Positive Relationships</p> <p>R6. about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them</p> <p>R7. strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed</p> <p>R8. to understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours</p> <p>Relationship Values</p> <p>R10. to understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values</p> <p>Forming and maintaining respectful relationships</p> <p>R15. the legal and ethical responsibilities people have in relation to online aspects of relationships</p> <p>R16. to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help</p> <p>R17. ways to access information and support for relationships including those experiencing difficulties</p> <p>Consent</p> <p>R21. the skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple</p> <p>R22. to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences</p> <p>Contraception and parenthood</p>

	<p>harmful behaviours</p> <p>Drugs, alcohol and tobacco</p> <p>H21. to identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking</p> <p>Puberty and sexual health</p> <p>H31. that fertility can vary in all people, changes over time (including menopause) and can be affected by STIs and other lifestyle factors</p> <p>H32. about the possibility of miscarriage and support available to people who are not able to conceive or maintain a pregnancy</p> <p>H33. about choices and support available in the event of an unplanned pregnancy, and how to access appropriate help and advice</p>	<p>R25. the importance of parenting skills and qualities for family life, the implications of young parenthood and services that offer support for new parents and families</p> <p>R26. the reasons why people choose to adopt/foster children</p> <p>R27. about the current legal position on abortion and the range of beliefs and opinions about it</p> <p>Bullying, abuse and discrimination</p> <p>R32. about the challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so; sources of appropriate advice and support, and how to access them</p> <p>R33. The law relating to 'honour'-based violence and forced marriage; the consequences for individuals and wider society and ways to access support</p> <p>R34. strategies to challenge all forms of prejudice and discrimination</p> <p>Social Influences</p> <p>R37. to recognise situations where they are being adversely influenced, or are at risk, due to being part of a particular group or gang; strategies to access appropriate help</p> <p>R38. factors which contribute to young people becoming involved in serious organised crime, including cybercrime</p>
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