

Relationships Education, Relationships & Sex Education and Health Education Policy

Brooke House College

2021/22 Version

1. This Policy

- 1.1 Brooke House College is aware that children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.
- 1.2 It applies in addition to the College's terms and conditions, and any other information the College may provide about relationships, RSE and health.
- 1.3 Anyone who works for, or acts on behalf of, the College (including staff, volunteers, directors and service providers) should also be aware of and comply with the College's guidelines for staff contained in the Staff Handbook in matters relating to this topic.

2. Aims

- 2.1 The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage, civil partnership or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help students understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.
- 2.2 The College's RSE policy for will provide a clear progression for the delivery of the subject according to DfE statutory, and other agency guidelines. We will build on the foundation of relationships education and, as students grow up, at the appropriate time extend teaching to include intimate relationships. Alongside being taught intimate relationships, students will also be taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult.
- 2.3 Teaching of RSE will enable students:
 - 2.3.1 to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful;
 - 2.3.2 to understand the benefits of healthy relationships to their mental wellbeing and self-respect and to understand that unhealthy relationships can have a lasting, negative impact on mental wellbeing;
 - 2.3.3 to believe they can achieve goals and that in order to achieve those goals they must stick at the tasks despite the challenges they may face;
 - 2.3.4 to be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way;
 - 2.3.5 to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and

physical abuse and violence including honour-based violence and forced marriage) and strategies to manage this or access support for themselves or others at risk;

- 2.3.6 to recognise risks, harmful content and contact, and how and when to report issues to keep them safe online;
- 2.3.7 to, within the law, be well equipped to make decisions for themselves about how to live their own lives in the future, whilst respecting the right of others
- 2.3.8 to make their own decisions and hold their own beliefs.

3. Statutory Guidance

- 3.1 The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 made under sections 34 and 35 of the Children and Social Work Act 2017 make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. Whilst the regulations do not make Health Education compulsory in Independent schools, Personal, Social, Health and Economic Education (PSHE) continues to be compulsory.
- 3.2 This policy should be read in conjunction with, and was developed in response to:
 - 3.2.1 Keeping Children Safe in Education (statutory guidance)
 - 3.2.2 Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
 - 3.2.3 Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
 - 3.2.4 Equality Act 2010 and schools
 - 3.2.5 SEND code of practice: 0 to 25 years (statutory guidance)
 - 3.2.6 Alternative Provision (statutory guidance)
 - 3.2.7 Mental Health and Behaviour in Schools (advice for schools)
 - 3.2.8 Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
 - 3.2.9 Sexual violence and sexual harassment between children in schools (advice for schools)
 - 3.2.10 The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
 - 3.2.11 Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC)
 - 3.2.12 SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).
 - 3.2.13 National Citizen Service guidance for school

4. Links with other policies

4.1 This policy should be read in conjunction with the following College policies:

- 4.1.1 Accessibility Policy
- 4.1.2 Anti-Bullying Policy
- 4.1.3 Behaviour & Discipline Policy
- 4.1.4 Child Protection & Safeguarding Policy
- 4.1.5 Curriculum Policy
- 4.1.6 Disability Policy
- 4.1.7 Equal opportunities Policy
- 4.1.8 ICT acceptable use Policy
- 4.1.9 Peer-on-peer sexual abuse Policy
- 4.1.10 PSHE Handbook
- 4.1.11 Transgender Policy

5. Delivery of the programme

- 5.1 The College will ensure that high-quality, evidence-based and age-appropriate teaching will be employed to help pupils prepare for the opportunities, responsibilities and experiences of adult life as well as promoting the spiritual, moral, social, cultural, mental and physical development of pupils both at school and in society.
- 5.2 RSE will be set in the context of a wider whole-school approach to supporting pupils to be safe, happy and prepared for life beyond school. The curriculum on relationships and sex will complement and be supported by, the College's wider policies on behaviour, inclusion, respect for equality and diversity, anti-bullying and safeguarding. RSE will sit within the context of the College's broader ethos and approach to developing pupils socially, morally, spiritually and culturally; and its pastoral care system.
- 5.3 The curriculum on health education will similarly complement, and be supported by, the College's education on healthy lifestyles through physical education, science and its sport, co-curricular activity and school food.
- 5.4 The College will deliver the content set out in Appendix 1 in the context of a broad and balanced curriculum. Effective teaching will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons. Teaching will include sufficient well-chosen opportunities and contexts for pupils to practise applying and embedding new knowledge so that it can be used skilfully and confidently in real life situations.
- 5.5 The Head of PSHE will work closely with colleagues in related curriculum areas to ensure Relationships Education, RSE and Health Education programmes complement each other

and do not duplicate, content covered in national curriculum subjects such as citizenship, science, computing and PE.

6. Pupils with special educational needs and disabilities (SEND), religious conviction and who are LGBT

- 6.1 Relationships Education, RSE and Health Education will be accessible for all pupils. The teaching will be differentiated and personalised to ensure accessibility for all pupils. The College will also be mindful of the preparing for adulthood outcomes as set out in the SEND code of practice, when preparing these subjects for pupils with SEND. It will also be sensitive to the faith of pupils who hold to a religious conviction and to those from the LGBT community.
- 6.2 The College is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND, faith or LGBT status. Relationships Education can also be a priority for some pupils, for example some with Social, Emotional and Mental Health Needs or learning disabilities. For some pupils there may be a need to tailor content and teaching to meeting the specific needs of children at different development stages.
- 6.3 The College will at all times comply with the relevant requirements of the Equality Act (2010) and through its teaching of RSE will not knowingly discriminate against pupils on the grounds of:
- 6.3.1 Age
 - 6.3.2 Sex
 - 6.3.3 Race
 - 6.3.4 Disability
 - 6.3.5 Religion or belief
 - 6.3.6 Gender reassignment
 - 6.3.7 Pregnancy or maternity
 - 6.3.8 Marriage or civil partnership (where applicable)
 - 6.3.9 Sexual orientation
- 6.4 The College will remain alert to, and build a positive culture where the following issues are concerned:
- 6.4.1 Sexism
 - 6.4.2 Misogyny
 - 6.4.3 Homophobia
 - 6.4.4 Gender stereotypes

7. Roles and Responsibilities

- 7.1 **The Directors**
The Directors will:
- 7.1.1 Monitor the implementation of the policy

- 7.1.2 Monitor pupil progress to ensure that pupils achieve expected outcomes;
- 7.1.3 Ensure that The College provides resources in such a way that it fulfils its legal obligations.

7.2 The Advisory Board

The Advisory Board will ensure:

- 7.2.1 All pupils make progress in achieving the expected educational outcomes;
- 7.2.2 The subjects are well led, effectively managed and well planned;
- 7.2.3 That the quality of provision is subject to regular and effective self-evaluation;
- 7.2.4 That the subjects are resourced in a way that ensures the College can fulfil its legal obligations.

7.3 The Principal

The Principal will ensure that:

- 7.3.1 All staff are informed of the policy and the responsibilities included within the policy;
- 7.3.2 All teachers explore how new teaching methods and technology can be fully utilised to support subjects;
- 7.3.3 The subjects are staffed and timetabled in a way to ensure the College fulfils its legal obligations;
- 7.3.4 The teaching of RSE is monitored to ensure that it is delivered in ways that are accessible to all pupils with SEND;
- 7.3.5 The College works with parents/guardians when planning and delivering RSE to pupils.
- 7.3.6 Clear information is provided to parents/carers on the subject content and the right to request that their child is withdrawn.

7.4 Staff

All staff will ensure that:

- 7.4.1 Ground rules are negotiated with the group before embarking on lessons of a sensitive nature so that both the staff and pupils can work together in a supportive atmosphere in which all members can speak with confidence and without fear of embarrassment, anxiety or breach of confidentiality;
- 7.4.2 All students are offered the opportunity to explore ideas, situations and feelings in an atmosphere of confidence and support;
- 7.4.3 At all times teaching will take place in the context of an explicit moral framework;
- 7.4.4 All points of view they may express during the course of teaching RSE are unbiased;
- 7.4.5 The teaching of RSE is delivered in ways that are accessible to all pupils with

SEND;

- 7.4.6 The emphasis of teaching RSE will always be paramount, and understanding of personal relationships and the right of the individual to make informed choices;
- 7.4.7 Issues of stereotyping, sexual equality, harassment, rights and legislation underpin the teaching of RSE;
- 7.4.8 Where appropriate they direct pupils to seek advice and support from an appropriate agency or individual. It is inappropriate for staff to give students personal advice on matters associated with RSE;
- 7.4.9 Where a student has embarked on a course of action likely to place them at risk, the member of staff will ensure that the student is aware of the implications of their behaviour. The member of staff should refer any potential concerns to the Designated Safeguarding Lead.

7.5 **Parents/guardians**

The College understands and accepts the key role that parents/guardians play in the development of their children's understanding about relationships. Parents are the first educators of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

All Parents/guardians will be:

- 7.5.1 Given every opportunity to understand the purpose and content of Relationships Education and RSE;
- 7.5.2 Encouraged to participate in the development of Relationships Education and RSE;
- 7.5.3 Able to discuss any concerns directly with the College.

8. **Right to be excused from sex education**

- 8.1 Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. The College, before granting any such request, will require the Principal to discuss the request with the parent and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Following the discussions, except in exceptional circumstances, the College will respect the parents' request to withdraw their child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the College will make arrangements to provide the child with sex education during one of those terms. The Principal will ensure that where a pupil is excused from sex education, the pupil will receive appropriate, purposeful education during the period of withdrawal.
- 8.2 There is no right for parents/guardians to withdraw students from the national curriculum.

- 8.3 In exceptional circumstances, the Principal may take into account specific needs/issues in relation to SEND, faith/belief or LGBT status, when reaching a final decision on withdrawal of a pupil from the College's RSE programme.

9. Working with external agencies

- 9.1 The College is aware that working with external partners will enhance the delivery of RSE and will support it to bring in specialist knowledge and implement different ways of engaging with young people. Where The College uses external agencies, it will check the credentials of the visiting organisation and any visitors linked to the agency, in accordance with the college's visiting speakers' Policy. The College will also ensure that the teaching delivered by the visitor fits with the planned programme and the published policy. Furthermore, The College will work with external agencies to ensure that the content delivered is age-appropriate and accessible for all pupils. Any materials that are used as part of the delivery must be approved by the College in advance of the session. The College will ensure that the visitor is aware of aspects of confidentiality and understands how safeguarding reports should be dealt with in line with the college's Safeguarding Policy.

10. Safeguarding, reports of abuse and confidentiality

- 10.1 The College recognises that at the heart of RSE, the focus is on keeping children safe, and acknowledges the significant role it has in preventative education. The College will allow children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children will be made aware of the processes to enable them to raise their concerns or make a report and how any report will be handled. This will also include processes when they have a concern about a peer or friend. In line with the document Keeping Children Safe in Education (KCSIE), all staff are aware of what to do if a child tells them that they are being abused or neglected. Staff are also aware of the need to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those that need to be involved, such as the Designated Safeguarding Lead or the LADO. A member of staff will never promise a child that they will not tell anyone about a report of abuse, as this is not in the best interests of the child. The involvement of the Designated Safeguarding Lead (or Deputy Designated Safeguarding Lead) will ensure that trusted, high quality local resources are engaged, links to the police and other agencies are utilised and the knowledge of the any particular local issues it may be appropriate to address in lessons.

Authorised by	resolution of the Board of Directors
Signed	
On behalf of the Board of Directors	
Date	August 2021

Schedule of Updates

Date document updated	Document updated by	Summary update/comments	Location of saved file
July 2019	MCO	Policy written in light of new RSE DfE guidance	Dropbox – SMT – Policies 2021-2022

Schedule of Review

Date of document review	Reviewed by	Scheduled date of next review
July 2019	MCO	July 2020
July 2020	MCO	July 2021
July 2021	MCO	July 2022

Appendix 1

Relationships Education Content

The College will continue to develop knowledge on topics and regularly review the RSE content as laid down in the national curriculum and other external agencies.

Families

Pupils should know:

- i) That there are different types of committed, stable relationships, how these relationships might contribute to human happiness and their importance for bringing up children.
- ii) What marriage and civil partnerships are, including their legal status e.g. that marriage and civil partnerships carry legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
- iii) Why marriage is an important relationship choice for many couples and why it must be freely entered into.
- iv) The characteristics and legal status of other types of long-term relationships.
- v) The roles and responsibilities of parents with respect to the raising of children.
- vi) How to: determine whether peers, adults or sources of information are trustworthy.
- vii) Judge when a family, friend, intimate or other relationships is unsafe (and to recognise this in others' relationships);
- viii) How to seek help or advice, including reporting concerns about others, if needed.

Respectful relationships, including friendships

Pupils should know:

- i) The characteristics of positive and healthy friendships (both on and offline) including: trust, respect, honesty, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships.
- ii) Different (non-sexual) types of relationship.
- iii) 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).
- iv) 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 tolerance and respect to others and others' beliefs, including people in positions of authority.
- v) About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
- vi) That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
- vii) What constitutes sexual harassment and sexual violence and why these are always unacceptable.
- viii) 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, paying attention to protected 'characteristics'.

Online and Media

Pupils should know:

- i) Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply online and offline.
- ii) 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.
- iii) Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.
- iv) What to do and where to get support to report material or manage issues online.
- v) The impact of viewing harmful content.
- vi) That specifically sexually explicit material often 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.
- vii) That sharing and viewing indecent images of children (including those created by children ['sexting']) is against the law.
- viii) How information and data is generated, collected, shared and used online.

Being safe

Pupils should know:

- i) The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment and domestic abuse and how these can affect current and future relationships.
- ii) How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (on and offline).

Intimate and sexual relationships, including sexual health

Pupils should know:

- i) 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.
- ii) 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.
- iii) The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.
- iv) That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- v) That they have a choice to delay sex or to enjoy intimacy without sex.
- vi) The facts about the full range of contraceptive choices and options available.
- vii) The facts around pregnancy including miscarriage.
- viii) 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).

ix) 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.

x) How prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.

xi) How the use of alcohol and drugs can lead to risky sexual behaviour.

xii) How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

The Law

Pupils will be taught what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions. Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

i) marriage

ii) consent, including the age of consent

iii) violence against women and girls

iv) online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)

v) pornography

vi) abortion

vii) sexuality

viii) gender identity

ix) substance misuse

x) violence and exploitation by gangs

xi) extremism/radicalisation • criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)

xii) hate crime

xiii) female genital mutilation (FGM)

Physical health and mental wellbeing:

The starting point for health and wellbeing education will be a focus on enabling pupils to make well-informed, positive choices for themselves. In The College, teaching will build on previously learned content and will introduce new content to pupils at appropriate points. This will enable pupils to understand how their bodies are changing, how they are feeling and why, to further develop the language that they use to talk about their bodies, health and emotions and to understand why terms associated with mental and physical health difficulties should not be used pejoratively.

Teaching about the impact of puberty, which may have started in a pupil's previous school, will continue at The College, so that pupils are able to understand the physical and emotional changes,

which take place at this time and their impact on their wider health and wellbeing. Emphasis will continue to be given to steps pupils can take to protect and support their own health and wellbeing. They will be taught that there is a relationship between good physical health and good mental wellbeing and that this can also influence their ability to learn.

Teachers will cover self-care, the benefits of physical activity and time spent outdoors. This will be linked to information on the benefits of sufficient sleep, good nutrition and strategies for building resilience.

Pupils will be shown the contribution that hobbies, interests and participation in their own communities can make to overall wellbeing. They will understand that humans are social beings and that outward-facing activity, especially that with a service focus (for example, work, volunteering and participation in organisations such as the scouts or the girl guiding movements, the National Citizen Service or the Duke of Edinburgh's Award) are beneficial for wellbeing.

Physical health and wellbeing can also contribute to the development of the attributes for a happy and successful adult life. Pupils will be supported to recognise what makes them feel lonely. Self-focused or isolating lifestyle choices can lead to unhappiness and being disconnected from society for those who have greater need for companionship and relationships.

Pupils will also be taught about problems and challenges. This will include factual information about the prevalence and characteristics of more serious mental and physical health conditions, drugs, alcohol, eating disorders and information about effective interventions. [Eating disorders and extreme weight loss are a specialised area and The College would use qualified support or advice as needed. This may involve accessing support from the NHS or local specialist services].

Staff will be aware of common 'adverse childhood experiences' (such as family breakdown, bereavement and exposure to domestic violence) and when and how these may be affecting any of their pupils and so may be influencing how they experience these subjects. The impact of time spent online, the positive aspects of online support and negotiating social media, including online forums and gaming, should also be included. Given our 'boarding' nature, staff will also be made aware that these 'adverse childhood experiences' are likely to have an impact on the pupils' performance at school. Staff will teach the pupils how to judge when they, or someone they know, needs support and where they can seek help if they have concerns. This should include details on which adults in school (e.g. school nurses), and externally can help.

Mental wellbeing

Pupils should know

- i) how to talk about their emotions accurately and sensitively, using appropriate vocabulary.
- ii) that happiness is linked to being connected to others.
- iii) how to recognise the early signs of mental wellbeing concerns.
- iv) common types of mental ill health (e.g. anxiety and depression).
- v) 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.
- vi) the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

Internet safety and harms

Pupils should know

- i) the similarities and differences between the online world and the physical world, including:
- ii) the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image),
- iii) how people may curate a specific image of their life online, over-reliance on online relationships including social media,
- iv) the risks related to online gambling including the accumulation of debt,
- v) how advertising and information is targeted at them
- vi) how to be a discerning consumer of information online.
- vii) how to identify harmful behaviours online (including bullying, abuse or harassment)
- viii) how to report, or find support, if they have been affected by those behaviours.

Physical health and fitness

Pupils should know

- i) the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
- ii) 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.
- iii) about the science relating to blood, organ and stem cell donation.

Healthy eating

Pupils should know

- i) how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Drugs, alcohol and tobacco

Pupils should know

- i) 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.
- ii) the law relating to the supply and possession of illegal substances.
- iii) the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
- iv) the physical and psychological consequences of addiction, including alcohol dependency. V) awareness of the dangers of drugs which are prescribed but still present serious health risks.
- vi) the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.

Health and prevention

Pupils should know

- i) about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
- ii) about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
- iii) the benefits of regular self-examination and screening.
- iv) the facts and science relating to immunisation and vaccination.
- v) the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

Basic first aid

Pupils should know

- i) basic treatment for common injuries.
- ii) life-saving skills, including how to administer CPR.
- iii) the purpose of defibrillators and when one might be needed.

Changing adolescent body

Pupils should know

- i) key facts about puberty, the changing adolescent body and menstrual wellbeing.
- ii) the main changes which take place in males and females, and the implications for emotional and physical health

Appendix 2 Resources

Relationships Education

Safeguarding:

- i) NSPCC PANTS rule with film

Relationships and Sex Education

Sexual health and relationships:

- i) up to date information on all aspects of sexual and reproductive health available on Sexwise's website.

Abuse in relationships:

- i) Disrespect NoBody from the Home Office and Government Equalities Office.

Consent:

- i) PSHE Association lesson plans from the PSHE association.

LGBT inclusivity:

- i) Stonewall lesson plans.

Public Health England website :

- i) Resources covering all contexts, including online, and specifically relationships and bullying, alcohol, smoking, stress, body image from.

Mental health

- i) Mental health and emotional wellbeing lesson plans from PSHE Association.
- ii) MindEd educational resources on children and young people's mental health.

Online safety

- i) Education for a Connected World is the UK Council for Internet safety (UKCCIS) framework of digital knowledge and skills for different ages and stages.
- ii) Sexting advice from UKCCIS for schools on preventative education and managing reports of sexting.
- iii) Thinkuknow is the education programme from National Crime Agency (NCA) and Child iv) Exploitation Online Programme (CEOP), which protects children both online and offline.

PSHE:

- i) PSHE Association Programme of study for KS1-5

Drugs and alcohol:

- i) Planning effective drug and alcohol education from Mentor-ADEPIS research and briefing papers

Extremism and radicalisation:

- i) Practical advice and information from Educate Against Hate

Curriculum:

- i) Non-statutory framework for Citizenship KS 1 and 2 (Non-statutory programme of study)

Data to understand the health and wellbeing needs of the local school-age population:

- i) Public Health England's Child and Maternal Health Intelligence Network