

Relationships and Sex Education Policy

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Purpose

This policy provides guidelines on the provision of support and education to pupils/students on the autism spectrum (AS) in NAS Schools to aid their knowledge, to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives and these subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

The Relationships and Sex Education (RSE) policy is underpinned by the ethos and values of the NAS and we uphold it as an entitlement for all our pupils. We recognise the need to work as whole school communities to ensure a shared understanding of RSE and the under-pinning values and to deliver an effective programme that meets the needs of our pupils.

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 (*See Appendix 1*) and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. (*See Appendix 2*) Health Education is compulsory in all schools except independent schools and Principals will need to consider this aspect as part of their curriculum offer. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

Right to Withdraw

This policy also sets out both the rights of parents/carers to withdraw pupils from sex education (but not Relationship or Health Education) and the process that principals should follow in considering a request from a parent. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

Requests for withdrawal should be put in writing and addressed to the Principal. A copy of withdrawal requests will be placed in the pupil's educational record. The Principal will discuss the request with parents and take appropriate action.

At any time, parents have the right to withdraw their child from all or part of the sex and relationship education program until 3 terms before that child's 16 birthday at which time the pupil may opt in to the RSE program despite parental wishes. Parents right to withdraw do not apply to those parts included in the statutory guidance such as Science. Concerned parents are invited to discuss their concerns with teachers/staff so that a solution can be sought. Alternative work will be given to pupils who are withdrawn from RSE. (See *Appendix 3*).

Scope

This policy applies to all NAS Schools.

Relationships Education, Relationships and Sex Education (RSE) and Health Education Definition

Sex and relationship education is a lifelong learning about physical, moral, social and emotional development. It is about the knowledge, understanding and skills acquisition of the importance for stable and loving relationships, respect for oneself and others, love and care. It is also about the teaching of physical development, sexuality, and sexual health. RSE also teaches equal rights of those with lesbian, gay or transgender orientation.

The nature of ASC means individuals may present with particular difficulties in forming, and maintaining, healthy and positive relationships and communicating their feelings, emotions and needs. Relationship and Sex education should contribute to promoting the physical, spiritual, moral, social, cultural, mental development of pupils at school and in society and preparing pupils for the opportunities, responsibilities and experiences of adult life. The need for guidelines on an integrated Relationship and Sex education sex program will be specific to the needs and level of ability of each individual with regard to the statutory requirements as set out for primary and secondary pupils.

The sex and relationship education program acknowledges that students mature at their own speed and individual plans will be developed, delivered and monitored following their individual developmental and physical stages. Relationship and Sex education is located within the Health and Wellbeing organizers of the Curriculum for Excellence/is cross-curricular and it will therefore form part of the wider curriculum (PSHE framework), including personal health and wellbeing, which

aims to influence the development of self-awareness, gender and sexuality throughout the school life.

In addition to having SRE embedded throughout the schools PSHE/Health and Wellbeing curriculum, schools may use appropriate published schemes as applicable. It is important that in addition to any curriculum used that individual needs are considered and addressed as appropriate. Either through specific units of work or through more behavioral strategies or use of strategies such as social stories.

Students will be encouraged as much as possible to take an active part in any decision making, with self-advocacy and the skills of socially appropriate behavior, informed consent and assertion. The individual's choice must be respected within the understanding that it does not impact on the life, health, safety and welfare of others.

Parents are provided with written information regarding the content of the sex and relationship education program and they are given opportunities via parent evenings, to discuss with staff any related matters that cause them concern. Parents will be reassured that the personal beliefs and attitudes of teachers/staff will not influence the teaching of sex and relationship education within the PSHE framework.

Training

Staff training is an essential part of planning and implementing the relationship and sex education program. Staff must feel they have the correct level of knowledge, skills and confidence to deliver a relationship and sex education program which will be appropriate to the different levels of functioning and needs of each individual student.

It is each school's responsibility to ensure that training is tailored to the whole school population and materials used to support relationship and sex education should not specifically depict sexual acts.

Relevant school staff should also be CEOP trained (Child exploitation and online protection). All children and young people are vulnerable to the dangers of on line grooming and pupils with Autism may be even more easily persuaded to do things or keen to make 'friends' so teaching and support for online safety should go alongside RSE education.

Aims of RSE

- To help pupils/students to learn, understand and be safe when building their relationships as much as possible and to express their feelings, emotions and sexuality in a socially appropriate manner.
- To ensure that their rights are exercised in an appropriate, responsible and legal manner, and are similarly upheld.
- To protect pupils/students by enabling them as much as possible to avoid situations where there may be sexual exploitation and/or abuse.

- To help pupils/students to understand/manage appropriately their physical, social, moral and emotional development as well as their sexual feelings and appropriate behavior.
- To support in developing pupils/students' knowledge, skills, values, attitudes, physical, personal and social skills.
- To provide knowledge and information to which all pupils/students are entitled and to explain, clarify and promote reflection, problem-solving and decision-making in any knowledge already acquired.
- To promote knowledge and understanding of bodily changes and functions as well as life-stages.
- To promote knowledge and understanding of different types of friendships and relationships according to developmental stages of each individual and life-stages (childhood, adolescence and adulthood).
- To promote acceptable and socially appropriate behavior in public, in the community and in private situations.
- To promote an understanding and skills around informed consent, assertion skills and confidentiality.
- To promote understanding of internet safety and harmful on-line behavior
- To promote an understanding of the law with regard to sharing personal information including items such as videos and images using modern technology

RSE has three main elements:

- Attitudes and values – learning the importance of values and individual conscience and moral considerations; – learning the value of family life, marriage, and stable and loving relationships for the nurture of children; – learning the value of respect, love and care; – exploring, considering and understanding moral dilemmas; and developing critical thinking as part of decision-making.
- Personal and social skills – learning to manage emotions and relationships confidently and sensitively; developing self-respect and empathy for others; learning to make choices based on an understanding of difference and with an absence of prejudice; developing an appreciation of the consequences of choices made; managing conflict and learning how to recognize and avoid exploitation and abuse.
- Knowledge and understanding – learning and understanding physical development at appropriate stages; understanding human sexuality, reproduction, sexual health, emotions and relationships; learning about contraception and the range of local and national sexual health advice, contraception and support services; learning the reasons for delaying sexual activity, and the benefits to be gained from such delay and the avoidance of unplanned pregnancy.

Staff have a responsibility to ensure that students are aware of the following:

- The importance of creating a safe environment in which pupils/students will not feel unnecessarily anxious and/or embarrassed.
- The importance and implications of a relationship, such as respect (self and others) safety, socially appropriate behavior, public and private, physical development, emotions and care.
- Sex, sexuality and sexual health
- Issues around consent
- Their entitlement to privacy and confidentiality to conduct a relationship appropriately
- The importance of developing their decision-making skills in a safe environment
- The importance of maintaining trust and respect amongst themselves and the group
- Boys and girls need to be prepared for puberty. Schools will need to plan the appropriate age to do so, in consultation with parents.

All staff supporting students will use common, everyday simple and consistent names for body parts and medical terms for male and female genitalia.

Schools have an obligation to ensure that pupils are protected from teaching and materials which are inappropriate, having regard to the age, cognitive ability, religion and cultural and ethnical background of the pupils concerned.

Programs of RSE will be recorded in student's records and reviewed as necessary.

The safety and welfare of students are central to all aspects of the Relationships, Sex Education and Policy. Schools will provide a safe and secure environment for pupils/students to learn effectively without being frightened and/or worried about potential abuse or victims of violence at home.

Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, can lead to disclosure of a child protection issue.

The named Designated Child Protection Officer/Co-coordinator for child protection will provide staff with guidelines in identifying such issues.

Confidentiality

Schools must be absolutely clear about the boundaries of their legal and professional roles and responsibilities.

A clear and explicit confidentiality policy should ensure good practice throughout the school which both pupils and parents understand. Teachers cannot offer or guarantee absolute confidentiality.

It is only in the most exceptional circumstances that schools should be in the position of having to handle information without parental knowledge. Where younger pupils are involved this will be grounds for serious concern and child protection issues should be addressed.

Consultation

How, and to whom, the policy be shared and consulted amongst in the whole school. Dissemination and consultation/review of policy includes:

- Consultation with wider school community e.g. school nurse.
- Review of RSE curriculum content with staff and pupils.
- Pupil focus groups or school council.
- Consultation with governing body.
- Questionnaires to parents/carers.
- The policy will be available to parents through direct request and available on the website.

Working with parents and carers and the wider community:

Each school will be responsible for putting in place measures to ensure consultation with parents/carers on the updated statutory guidance for RSE and will need to consider:

- How they are informed and consulted.
- Access to resources.
- Right to withdraw.

Parents and carers have an especially important role to play in supporting PSHE/RSE education.

Before embarking on its RSE programme, parents/carers should be informed by letter of their right to withdraw their child from aspects of RSE lessons and given an overview of the topics their child will be covering. Parents/carers should also be reminded that they can have a copy of the NAS RSE Policy on request.

Statement of The NAS's commitment to Equal Opportunities and Inclusion, with reference to the Inclusion and Equal Opportunities Policies:

The individual school will consider the needs of different groups within the school. (Boys and Girls, varying home backgrounds, Sexuality, SEN, LAC, Faith, Ethnicity and Culture etc). The programme will be differentiated at point of delivery by trained staff, so that it is appropriate to pupils age, ability, gender and maturity.

We aim to ensure all pupils are treated fairly, with no discrimination or bullying on grounds of gender, race, religion, colour, language, culture, social circumstances, appearance, sexuality, ability or disability etc.

Safeguarding:

Some issues may result in children and young people making disclosures which will be addressed in line with NAS safeguarding policy and procedures.

Confidentiality:

Staff will follow school's policy with regard to confidentiality. Pupils, where appropriate, should also be made aware of the boundaries of confidentiality should they choose to make a disclosure to a member of staff. A member of staff cannot promise confidentiality if concerns exist.

The NAS delivers the RSE programme through, but not limited to:

- Specialist PSHE teaching staff.
- Class teachers (with appropriate training and support from subject leads).
- External agencies used where appropriate to enhance programmes.
- Delivery across the curriculum e.g. biological aspects through the Science curriculum and other aspects through English, Drama, etc., as appropriate.
- Including and compromising but not limited to; quizzes, case studies, research, role play, video and small group discussion.
- A wide range of teaching methods can be used to enable students to actively participate in their own learning.
- Embedding within the PSHE Curriculum at a whole school level.
- Specific groups or individuals identified.

Monitoring and Evaluation

Principals will monitor and evaluate the effectiveness of the RSE curriculum in schools and are responsible for ensuring that it is provided in their schools.

Measure

Ofsted

Education Scotland

QCA

Autism Accreditation

Relationships and Sex Education - References

Department for Education (DfE) (2019a) Relationships Education, Relationships and Sex Education (RSE) and Health Education

Standards and Framework Act 1998

Education Reform Act 1988

Education Act 1997

Education Act 2002

Human Rights Act 1998

Disability Discrimination Act 2001

Sex and Relationship Education Guidance (Curriculum and Standards) DfE -
Ref: DfEE0116/2000
Educational Edicts' "So Safe"
Fiona Speirs "Sex & Relationship Education: A Program for Learners with
Autistic Spectrum Disorders

Other relevant policies and guidance

Curriculum Policy SO-0109
Deprivation of Liberty Safeguards Policy SO-0190
Personal, Social, Health and Citizenship Policy SO-0126
Department for Education - Sex and Relationship Education Guidance
Scottish Government Department for Education and Lifelong Learning
Department for Education

Appendix 1

The themes may be developed and/or delivered at different levels over the years as appropriate to age, stage, ability and individual needs. This will not necessarily coincide with age groups, year groups or key stages.

Relationships Education (Primary). By the end of primary school pupils should know:

Families and people who care for me	Pupils should know <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterized by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage represents a formal and legally recognized commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	Pupils should know <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful relationships	Pupils should know <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. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	Pupils should know <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognize risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
Being safe	Pupils should know

	<ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.
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Physical health and mental wellbeing: Primary

Mental wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	<p>Pupils should know</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity).

	<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.
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<p>Pupils should know:</p> <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. • about menstrual wellbeing including the key facts about the menstrual cycle.

By the end of secondary school:

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary.

Families	<p>Pupils should know</p> <ul style="list-style-type: none"> • that there are different types of committed, stable relationships. • how these relationships might contribute to human happiness and their importance for bringing up children. • what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. • why marriage is an important relationship choice for many couples and why it must be freely entered into. • the characteristics and legal status of other types of long-term relationships. • the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. • how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help
Respectful relationships, including friendships	<p>Pupils should know</p> <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. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. • that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. • what constitutes sexual harassment and sexual violence and why these are always unacceptable. • the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.
Online and media	<p>Pupils should know</p> <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. • about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. • not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • what to do and where to get support to report material or manage issues online. • the impact of viewing harmful content. • that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see

	<p>themselves in relation to others and negatively affect how they behave towards sexual partners.</p> <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. how information and data is generated, collected, shared and used online.
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).
Intimate and sexual relationships, including sexual health	<p>Pupils should know</p> <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. 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. the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. that they have a choice to delay sex or to enjoy intimacy without sex. the facts about the full range of contraceptive choices, efficacy and options available. the facts around pregnancy including miscarriage. that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. how the use of alcohol and drugs can lead to risky sexual behaviour. how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

Physical health and mental wellbeing: Secondary

Mental wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none"> how to talk about their emotions accurately and sensitively, using appropriate vocabulary. that happiness is linked to being connected to others. how to recognise the early signs of mental wellbeing concerns. common types of mental ill health (e.g. anxiety and depression). how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.
Internet safety and harms	<p>Pupils should know</p> <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 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.
Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> • the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. • the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health. • about the science relating to blood, organ and stem cell donation.
Healthy eating	<p>Pupils should know</p> <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.
Drugs, alcohol and tobacco	<p>Pupils should know</p> <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. • the law relating to the supply and possession of illegal substances. • the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. • the physical and psychological consequences of addiction, including alcohol dependency. • awareness of the dangers of drugs which are prescribed but still present serious health risks. • the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.
Health and prevention	<p>Pupils should know</p> <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. • about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. • (late secondary) the benefits of regular self-examination and screening. • the facts and science relating to immunisation and vaccination. • the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.
Basic first aid	<p>Pupils should know</p> <ul style="list-style-type: none"> • basic treatment for common injuries. • life-saving skills, including how to administer CPR.15 • the purpose of defibrillators and when one might be needed.
Changing adolescent body	<p>Pupils should know</p> <ul style="list-style-type: none"> • key facts about puberty, the changing adolescent body and menstrual wellbeing. • the main changes which take place in males and females, and the implications for emotional and physical health.

Department for Education (DfE) (2019a) Relationships Education, Relationships and Sex Education (RSE) and Health Education Pages 17-18

Rights of parents/carers to withdraw pupils from sex education

“45. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request it would be good practice for the head teacher to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Schools will want to document this process to ensure a record is kept.

46. Good practice is also likely to include the head teacher discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead).

47. Once those discussions have taken place, except in exceptional circumstances, the school should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.

48. This process is the same for pupils with SEND. However there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision. The approach outlined above should be reflected in the school's policy on RSE.”