

Policy and Procedure on

Relationship Sex and Health Education (RSHE)

Cambian New Elizabethan School

2024/25

This policy is reviewed annually to ensure compliance with current regulations

Approved /Reviewed by:

Carrie McConomy



Date of next review:

October 2025

Key staff involved in Relationship Sex and Health Education

| <u>Role</u> | <u>Name(s)</u> |
|--------------------------------------|--|
| Headteacher | Carrie McConomy |
| Head of Student Development | Bernadette Harker |
| Personal Development Teachers | Scott Puplett Matthew Kaufman Jared Grainger Sabah Khan |
| Members of Leadership Team | Marcus Eden Ben Homer Sam Allen-Wiggin |

Purpose of the policy

This policy covers our school's approach to Relationships, Sex and Health Education. At Cambian New Elizabethan School (CNES), we believe that it is essential and vital for students to be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. Cambian New Elizabethan School aims to support students to attain our ethos of achieving their 'personal best' through a safe and supportive environment where all can thrive.

Legislation

The Department for Education published the *Statutory Guidance for Health Education, Relationships Education and Relationships and Sex Education* in June 2019. The statutory guidance ensures a safe and effective curriculum for PSHE across all schools and secures consistency and high standards in the subject.

Relationships Education, Relationships and Sex Education (RSE) and the Health Education statutory guidance update (July 2020) and regulations made under sections 34 and 35 of the Child and Social Work Act 2017 made it clear that as of September 2020:

- The Health Education and Relationships Education for primary age children.
- The Relationships, Sex and Health Education aspects of PSHE education for secondary age children are now compulsory in all schools.

Under the Education Act 2002, all schools must provide a broad and balanced curriculum which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.
- Prepares pupils for opportunities, responsibilities and experiences of later life. Schools are required to teach relationships and sex education (RSE) under the following regulations and guidance documents:
 - Education Act (1996)
 - 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 (2019)
 - Children and Social Work Act (2017)
 - Statutory guidance for Health Education, Relationships Education and RSE (2019)
 - The new Ofsted framework (2019)

Links to other policies

RSHE has clear links with other Cambian New Elizabethan School policies aimed at promoting pupils' spiritual, moral, social and cultural development including:

- Personal Development Policy
- Anti-Bullying Policy
- Health and Safety Policy
- Behaviour Management, Discipline and Sanctions Policy
- Safeguarding - Child Protection Policy
- Special Educational Needs and Disabilities Policy

All of the named policies can be located on the school's website:

[Cambian New Elizabethan School | Autism School for Children](http://CambianNewElizabethanSchool.com)
cambianguroup.com

Aims of the RSHE policy

The aims of this policy are to:

- Define Relationships, Sex & Health Education.
- Set out the delivery and content covered in RSHE and how it forms part of the school's Personal Development provision.
- Set out the contribution made by other curriculum areas to the delivery of RSHE.
- Outline the specific roles and responsibilities of staff involved in leading, planning and delivering RSHE.
- Specifying how the views of learners will be sought and how the specific needs of all students are met.
- Include information about a parent/carer's right to request that their child be excused from the lessons. This only applies to the Sex Education component of RSHE.
- Detail how the curriculum area and RSHE Policy are monitored, evaluated and reviewed.

Definitions

RSHE encompasses the emotional, social and cultural development of pupils and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSHE involves a combination of sharing information and exploring issues and values. RSHE is about encouraging pupils to be able to make informed choices.

Relationships education is defined as teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to respectful friendships, family relationships, and relationships with other children and with adults, including online.

Health education is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

Sex education is teaching of issues relating to human sexuality, including emotional relations and responsibilities, human sexual anatomy, sexual activity, sexual reproduction, age of consent, reproductive health, reproductive rights, safe sex and birth control.

RSHE is not the promotion of sexual activity.

Roles and Responsibilities

The Headteacher

The Headteacher is responsible for:

- Ensuring that RSHE is taught professionally, consistently and factually across all phases of the school
- Managing any requests to withdraw students from non-statutory component (Sex Education) of RSHE
- Ensure that staff can confidently report any concern or safeguarding concern

Members of SLT

The Deputy and Assistant Head is responsible for:

- Review the policy annually or sooner if necessary
- Report to the school governors and regional educational lead, when requested, on the effectiveness of the policy
- Ensuring that RSHE is taught professionally, consistently and factually across all phases of the school
- Ensure that staff can confidently report any concern or safeguarding concern

The Head of Student Development

The Head of Student Development is responsible for:

- Inform staff and parents/carers of our RSHE policy, and that the policy is implemented effectively
- Ensure staff are given sufficient training, so they can teach RSHE effectively and sensitively
- Create schemes of work for RSHE across all phases of the school that cover all statutory topics included in the Department of Education's RSHE Framework
- Liaise with external agencies (including health professionals) regarding the RSHE programme, and ensure that all adults who work with our pupils on these issues are aware of the school policy and work within its framework
- Monitor the implementation of the policy on a regular basis and report to the Headteacher, when requested, on the effectiveness of the policy

PSHE Teachers

Teachers are responsible for:

- Delivering RSHE in a factual and sensitive way
- Creating resources that follow the schemes of work provided by the Personal Development Coordinator
- Modelling positive attitudes to RSHE
- Monitoring progress within each component of RSHE
- Responding to the needs of individual students and creating strategies that allow all students to engage appropriately in RSHE

Content and Delivery

The RSHE curriculum is part of the whole school Personal Development offer. This is delivered to students via timetabled lessons, two hours per week, alongside other opportunities for RSHE learning such as assemblies, tutor periods, MDT therapy sessions and cross-curricular lessons.

The lessons are planned and designed to be age appropriate, under the three following broad themes:

- *Health & Wellbeing*
- *Living in the Wider World*
- *Relationships*

See Appendix A and Appendix B for further information on the expected outcomes for primary and secondary aged students and Appendix C and D for further information on topics covered at CNES for each year group.

Confidentiality and Safeguarding

CNES recognises that at the heart of RSHE, the focus is on keeping children safe, and acknowledges the significant role that schools have in preventative education. In our school, we 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 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 and children's social care. 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.

Equal Opportunities

Pupils at CNES are entitled to engage positively in the RSHE curriculum regardless of race, religion, gender or ability. The school seeks to promote safe, equal, caring and enjoyable relationships. As an independent school we recognise and protect the importance of characteristics that are outlined in the Equality Act 2010.

The RSHE programme at CNES is differentiated to meet the age and emotional development of each pupil and is sensitive to their personal experiences. The school promotes a culture of equality where sexism, homophobia and gender stereotypes will not be supported.

Continued Professional Development

CNES recognises that, in order to properly implement and maintain this policy, there is a requirement to ensure that key staff have the opportunity to access appropriate and relevant training and development opportunities when required.

The Head of Quality of Education and Head of Student Development are responsible for the organisation and delivery of staff training in regards to RSHE. This is delivered through staff inset, sharing of good practice and distribution of literature and resources.

Involving parents and carers

We believe that the delivery of RSHE is most effective when it is in collaboration with a student's home. At CNES we strive to build a positive and supporting relationship with parents/carers of children and young people at our school through mutual understanding, trust and cooperation.

CNES are passionate about establishing strong channels of communication between parents/carers and their children. The school also operates an open-door policy encouraging parents/carers to discuss RSHE at relevant times throughout the school year.

Withdrawal from Sex Education

The Relationships Education, Relationships and Sex Education, and Health Education Regulations 2019 (made under sections 34 and 35 of the Children and Social Work Act 2017) confirms the 1996 Education Act, that parents have the right to withdraw their child from part, or all of the sex education programme that does not form part of the national science or health education curriculum. There is no parental right of withdrawal from the science, relationship or health education curriculum, which includes understanding the adolescent body.

Parents must state their request in writing to the Headteacher. Parents will then be invited into school to discuss the request to ensure that their wishes are fully understood. We will explain the nature and purpose of the curriculum alongside the benefits of receiving this important education and any detrimental effects that withdrawal might have on their son or daughter, e.g. the emotional and social effects of being excluded as well as the likelihood of the pupil hearing his/her peers' version of what was learned in the class rather than what was delivered by the expert teacher. Unless there are exceptional circumstances, the school will respect the parents' request to withdraw their pupil.

Requests from parents must be made annually for consideration. However, three terms before a pupil turns 16 years old s/he is legally able to make his/her own decision as to whether s/he receives sex education. The school will make arrangements to provide the pupil with sex education during one of those terms and a parental request of withdrawal will not be granted.

Health professionals and external agencies

All students at CNES will cover the mandatory topics set out in the DfE RSHE policy. In order to meet the requirements outlined by the DfE, the RSHE content will be delivered by teachers, dedicated staff, and outside agencies. CNES recognises that working with outside agencies can enhance and enrich students' experiences. However, CNES also recognises that it has a responsibility to ensure that students remain safe. Therefore, resources used by agencies will be checked to ensure they are age appropriate and accessible to all students. A member of

staff will always remain with the visitor to ensure that the school's safeguarding policy is upheld.

Monitoring & Evaluation

The educational and personal needs of our students develop in line with varying societal pressures and economic change. Our aim is to provide a RSHE curriculum that is relevant and tailored to meet the needs of our students, depending on their age and stage of personal development. For this reason, we review the RSE and Relationships curriculum annually, and will inform parents/carers of any revisions to the School's policy or curriculum. We aim to monitor the effectiveness of our sex education provision through:

- Annual feedback from students
- Annual feedback from parents
- Regular feedback from staff
- Classroom observations
- Book trawls

The school will review this policy annually, evaluating its effectiveness by considering feedback from students, staff and parents, as well as what has come to light through classroom observations and information we receive from national reports and curriculum reviews.

Appendix A: Relationships and Sex Education (RSE) content guidance

By the end of primary school:

| | |
|---|--|
| <p>Families and people who care for me</p> | <p>Pupils should know:</p> <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 characterised 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 recognised 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. |
| <p>Caring friendships</p> | <p>Pupils should know:</p> <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 | <p>Pupils should know:</p> <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 | <p>Pupils should know:</p> <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 recognise risks, harmful content and contact, and how to report them. ● How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. ● How information and data is shared and used online. |
| Being safe | <p>Pupils should know:</p> <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. |

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:

| | |
|---|--|
| <p>Families</p> | <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 or advice, including reporting concerns about others, if needed. |
| <p>Respectful relationships, including friendships</p> | <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. |

| | |
|---|---|
| | <ul style="list-style-type: none"> ● 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 themselves in relation to others and negatively affect how they behave towards sexual partners. ● 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 pressuring 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. |

- | | |
|--|---|
| | <ul style="list-style-type: none">● 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. |
|--|---|

Appendix B: Health Education content guidance

By the end of primary school:

| | |
|---|--|
| <p>Mental wellbeing</p> | <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. |
| <p>Internet safety and harms</p> | <p>Pupils should know:</p> <ul style="list-style-type: none"> ● For most people the internet is an integral part of life and has many benefits. |

| | |
|------------------------------------|--|
| | <ul style="list-style-type: none"> ● About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. ● 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). ● 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. <p>About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p> <ul style="list-style-type: none"> ● ● 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 bodies | <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:

| | |
|-------------------------|--|
| 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. ● 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 | Pupils should know: <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 | Pupils should know: <ul style="list-style-type: none">● Basic treatment for common injuries.● Life-saving skills, including how to administer CPR.● The purpose of defibrillators and when one might be needed. |
| Changing adolescent bodies | Pupils should know: <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. |

Appendix C: CNES Lower Phase PSHE Curriculum Map

| | Year 3 | Year 4 | Year 5 | Year 6 |
|---|--|---|--|--|
| <p>Autumn: - Relationships</p> <ul style="list-style-type: none"> Families and Friendships Safe Relationships Respecting Ourselves and Others | <p>*What makes a family and features of family life.</p> <p>*Personal boundaries.</p> <p>*Safely responding to others.</p> <p>*Recognising respectful and hurtful behaviours.</p> | <p>*Positive friendships, including online.</p> <p>*Responding to hurtful behaviour.</p> <p>*Managing confidentiality.</p> <p>*Recognising risks online.</p> <p>*Respecting differences and similarities.</p> | <p>*Managing friendships and peer influence</p> <p>*Physical contact and feeling safe.</p> <p>*Responding respectfully to a wide range of people.</p> <p>*Recognising prejudice and discrimination.</p> | <p>*Attraction to others.</p> <p>*Romantic relationships.</p> <p>*Civil partnership and marriage.</p> <p>*Recognising and managing pressure.</p> <p>*Consent in different situations.</p> <p>*Expressing opinions and respecting other points of view.</p> |
| <p>Spring: - Living in the Wider World</p> <ul style="list-style-type: none"> Belonging to a Community Media Literacy and Digital Resilience Money and Work | <p>*The value of rules and laws.</p> <p>*Rights, freedoms and responsibilities.</p> <p>*How the internet is used.</p> <p>*Assessing information online.</p> <p>*Different jobs and skills.</p> | <p>*What makes a community.</p> <p>*Sharing responsibilities.</p> <p>*How data is shared and used.</p> <p>*Making decisions about money.</p> <p>*Using and keeping money safe.</p> | <p>*Protecting the environment.</p> <p>*Compassion towards others.</p> <p>*How information online is targeted.</p> <p>*Different media types, roles and impacts.</p> <p>*Identifying job interests and aspirations.</p> <p>*Influencing career choices.</p> <p>*Workplace stereotypes.</p> | <p>*Valuing diversity.</p> <p>*Challenging discrimination and stereotypes.</p> <p>*Evaluating media sources.</p> <p>*Sharing things online.</p> <p>*Influences and attitudes to money.</p> <p>*Money and financial risks.</p> |
| <p>Summer: - Health & Wellbeing</p> <ul style="list-style-type: none"> Physical Health and Mental Wellbeing Growing and Changing Keeping Safe | <p>*Health choice and habits.</p> <p>*What affects feelings and expressing them.</p> <p>*Personal strengths and achievements.</p> <p>*Managing and reframing setbacks.</p> <p>*Risks and hazards.</p> <p>*Safety in the local environment and unfamiliar places.</p> | <p>*Maintaining a balanced lifestyle.</p> <p>*Oral hygiene and dental care.</p> <p>*Physical and emotional changes in puberty with support.</p> <p>*External genitalia.</p> <p>*Personal hygiene routines.</p> <p>*Medicines and household products.</p> <p>*Drugs common to everyday life.</p> | <p>*Healthy sleeping habits.</p> <p>*Sun safety.</p> <p>*Medicines, vaccinations, immunisations and allergies.</p> <p>*Personal identity.</p> <p>*Recognising individuality and different qualities.</p> <p>*Mental Wellbeing.</p> <p>*Keeping safe in different situations, including responding in emergencies.</p> <p>*First Aid and FGM.</p> | <p>*What effects mental health and way to take care of it.</p> <p>*Managing change, loss and bereavement.</p> <p>*Managing time online.</p> <p>Human reproduction and birth.</p> <p>*Increasing independence.</p> <p>*Managing transitions.</p> <p>*Keeping personal information safe.</p> <p>*Regulations and choices.</p> <p>*Drug use, the law and the media.</p> |

Appendix D: CNES Upper Phase PSHE Curriculum Map

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
|--|-----------------------------------|----------------------------|---|---|--------------------------------|
| Autumn 1: - Health & Wellbeing | Transition and Safety | Drugs & Alcohol | Peer Influence, Substance Use and Gangs | Mental Health | Building for the Future |
| Autumn 2: - Living in the Wider World | Developing Skills and Aspirations | Community and Careers | Setting Goals | Financial Decision Making | Next Steps |
| Spring 1: - Relationships | Diversity, Prejudice and Bullying | Discrimination | Respectful Relationships | Healthy Relationships | Communication in Relationships |
| Spring 2: - Health & Wellbeing | Health and Puberty | Emotional Wellbeing | Healthy Lifestyle | Exploring Influence | Independence |
| Summer 1: - Relationships | Building Relationships | Identity and Relationships | Intimate relationships | Addressing Extremism and Radicalisation | Families |
| Summer 2: - Living in the Wider World | Financial Decision Making | Digital Literacy | Employability Skills | Work Experience | Work Experience |