



CHURCHILL
SCHOOL

Relationship and Sex Education Policy

Rationale

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. This approach will allow students to put their 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. Relationship Education, Relationship and Sex Education and Health Education can support young people to keep safe, develop resilience, to know how and when to ask for help, and to know where to access support.

Curriculum Delivery

At Churchill, Relationship Education for Primary pupils, Relationship and Sex Education for Secondary pupils and Health Education for the whole school will be delivered in the context of a broad and balanced curriculum. Effective teaching, through timetabled PSHE sessions, will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced and graduated way, within lessons. Notably some content may be delivered through other curriculum areas including:

- ICT
- Life Skills
- Science
- PE

Relationship Education/Relationship and Sex Education

At Churchill children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods will take account of those developmental differences. Teachers will consider what is appropriate and inappropriate in a whole-class setting and which areas are better addressed with groups or individuals e.g. the teaching of menstruation is vital for the girls but may vary from year to year due to pupil numbers.

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. While the majority of the curriculum will be delivered by teachers, visiting staff e.g. school nurses, may deliver elements of the content. When considering curriculum delivery, the religious background of all pupils will be taken into account, so that sensitive topics that need to be taught are appropriately handled. Questions will be answered accurately and sensitively.

Teaching will reflect the law as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make. This will include 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 will 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 some which ensure young people take responsibility for their actions. Pupils will be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)

- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism/radicalisation
- criminal exploitation (for example, through gang involvement or ‘county lines’ drugs operations)
- hate crime
- female genital mutilation (FGM)

Physical health and mental wellbeing Education

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing, recognise issues in themselves and others and, when issues arise, seek support as early as possible from appropriate sources.

Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.

It is important that we actively promote pupils’ self-control and ability to self-regulate, so that pupils become increasingly confident in their ability to achieve well and persevere, even when they encounter setbacks or when their goals are distant.

Effective teaching will aim to reduce stigma attached to health issues, in particular those to do with mental wellbeing. Churchill engenders an atmosphere that encourages openness. This means that pupils feel they can check their understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and wellbeing.

Puberty will be covered in Health Education and will be addressed before onset so that, as far as possible, pupils are prepared in advance for changes they will experience.

Relationship Education (Primary)

The focus for our primary pupils will be on teaching the fundamental building blocks and characteristics of positive relationships. Sex Education is not compulsory for primary aged pupils. The focus will therefore be on relationships, with particular reference to friendships, family relationships and relationships with other peers and adults.

At Churchill this will include teaching about what a relationship is, what friendship is, what family means and who the people are who can support them. Teachers will talk explicitly about the features of healthy friendships, family relationships and other relationships which our students are likely to encounter. Care will be taken to ensure that there is no stigmatisation of children based on their home circumstances and will reflect sensitively that some children may have a different structure of support around them, e.g. looked after children or young carers.

Children will be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Respect for others will be taught in an age-appropriate way.

The principles of positive relationships apply as much online as they do offline especially as, by the end of year 6, many children will already be negotiating relationships seamlessly online and offline. When teaching relationships content, teachers will address online safety and appropriate behaviour in a way that is relevant to pupils’ lives. Teachers will include content on how information and data is shared and used online, for example

sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of resilience and positive character attributes, or ‘virtues’, in the individual. Relationship Education is most effective when set in a school-wide context where resilience and virtues are actively developed, promoted and practised. This includes helping pupils to believe they can achieve, stick at tasks, work towards long-term rewards and persevere despite knocks. Positive virtues pupils should develop include honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice.

By the end of Year 6 our Pupils Should Know:

<p>Families and people who care for me</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>	<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.

<p>Respectful relationships</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.
<p>Online relationships</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.
<p>Being safe</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.

Physical health and mental wellbeing: Primary

The focus in Class 1 will be on teaching the characteristics of good physical health and mental wellbeing. Pupils will be taught about the benefits of daily exercise, good nutrition and sufficient sleep. Staff provide students with the language and knowledge to understand the normal range of emotions that everyone experiences including isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing. This enables pupils to begin to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

Teachers at Churchill talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid. Emphasis is given to the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors.

Pupils are taught the benefits of hobbies, interests and participation in their own communities. This teaching makes clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, including in organised and structured activities and groups (for example the scouts or girl guide movements), are beneficial for health and wellbeing while acknowledging that for pupils at Churchill this can be challenging and problematic.

Pupils are taught about the benefits of balancing time spent on and offline. They are taught why social media, computer games and online gaming have age restrictions as through teaching pupils are better equipped to manage common difficulties encountered online.

By the end of Year 6 our Pupils Should Know:

Mental wellbeing	<ul style="list-style-type: none">• that mental wellbeing is a normal part of daily life, in the same way as physical health.• 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.
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Internet safety and harms	<ul style="list-style-type: none"> ● that for most people the internet is an integral part of life and has many benefits. ● 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	<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	<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	<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	<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

	<p>spread and treated and the importance of handwashing.</p> <ul style="list-style-type: none"> the facts and science relating to immunisation and vaccination.
Basic first aid	<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	<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.

Relationships and Sex Education: Secondary

As in primary, secondary relationships education can be underpinned by a wider, deliberate cultivation and practice of resilience and character in the individual. These should include character traits such as belief in achieving goals and persevering with tasks, as well as personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance of respect and self-worth.

Relationship and Sex Education will provide clear progression from what is taught in class 1. Teachers will build on the foundation of Relationships Education and, as pupils grow up, at the appropriate time extend teaching to include intimate relationships. The aim of Relationship and Sex Education is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. Relationship and Sex Education will 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 will also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It will teach what is acceptable and unacceptable behaviour in relationships. This will help pupils 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. They will be taught that unhealthy relationships can have a lasting, negative impact on mental wellbeing.

Effective education does not encourage early sexual experimentation. It will teach young people to understand human sexuality and to respect themselves and others. It will make sure that our young people are safe, informed and better able to make healthy choices as they progress through adult life. It will enable our young people to mature, build up their confidence and self-esteem and understand the reasons for delaying sexual activity. Pupils at Churchill will be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. All pupils should feel that the content is relevant to them and their developing sexuality. Sexual orientation and gender identity will be explored at a timely point and in a clear, sensitive and respectful manner. When teaching about these topics, we recognise that young people may be discovering or coming to terms with their sexual orientation or gender identity. There will be an equal opportunity to explore the features of stable and healthy same-sex relationships. This will be integrated appropriately into the Relationship and Sex Education programme, rather than addressed separately or in only one lesson. We recognise that there will be a range of opinions regarding Relationship and Sex Education. The starting principle when teaching each of these will be that the applicable law will be taught in a factual way so that pupils are clear on their rights and responsibilities as citizens. Pupils will be well informed about the full range of perspectives and, within the law, will be well equipped to make decisions for themselves about how to live their own lives in the future, whilst respecting the right of others to make their own decisions and hold their own beliefs. Key aspects of the law relating to sex which will be taught include the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment, and choices permitted by the law around pregnancy.

Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, will also be

addressed sensitively and clearly. Our pupils may also need support 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 oneself or others at risk. Teachers will be mindful that for pupils who are or have experienced unhealthy or unsafe relationships at home or socially, teachers have a particularly important role in being a place of consistency and safety where they can easily speak to trusted adults, report problems and access support.

Internet safety and harms will also be addressed. Pupils will be taught rules and principles for keeping safe online. This will include how to recognise risks, harmful content and contact, and how and to whom to report issues. Through teaching, pupils will have a strong understanding of how data is generated, collected, shared and used online, for example, how personal data is captured on social media or understanding the way that businesses may exploit the data available to them. Some pupils are also exposed to harmful behaviours online, and via other forms of media, which may normalise violent sexual behaviours. A focus on healthy relationships and broader Relationships Education can help young people understand acceptable behaviours in relationships.

Right to be excused from sex education

Parents have the right to request that their child (under 16) be withdrawn from some or all of sex education delivered as part of statutory Relationship and Sex Education. There continues to be no right to withdraw students from the National Curriculum e.g. science at key stage 3 and 4 which includes teaching about reproduction in humans, for example the structure and function of the male and female reproductive systems, menstrual cycles, gametes, fertilisation, gestation, birth and HIV/AIDS. Before granting any such request it is good practice for the headteacher 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. This will include the headteacher discussing with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child.

The Headteacher will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum.

If a pupil is excused from sex education, it will be the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

By the end of Year 11 our Pupils Should Know:

Families	<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 the 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.
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<p>Respectful relationships, including friendships</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 to 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.
<p>Online and media</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.

<p>Being safe</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).
<p>Intimate and sexual relationships, including sexual health</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. • 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

For our secondary pupils, health and wellbeing education will build on primary content and introduce new content to older 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. This knowledge will enable pupils to understand where normal variations in emotions and physical complaints end and health and wellbeing issues begin.

Teaching about the impact of puberty, which will have started in Class 1, will continue in Classes 2-6, 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.

Pupils will be taught that there is a relationship between good physical health and good mental wellbeing. This can also influence their ability to learn. Teachers will cover the benefits of physical activity and time spent outdoors. This will be linked to information on the benefits of sufficient sleep and good nutrition and strategies for building resilience.

Pupils will be taught the contribution that hobbies, interests and participation in their own communities can make to overall wellbeing. They will continue to be taught that humans are social beings and that outward-facing activities are beneficial for wellbeing. Pupils will be taught that self-focused or isolating lifestyle choices can lead to unhappiness and being disconnected from society.

Education will focus on enabling pupils to make well-informed, positive choices for themselves. Pupils will be taught about common problems. This will include factual information about the prevalence and characteristics of more serious mental and physical health conditions, drugs, alcohol and information about effective interventions. Teachers at Churchill know the students very well and so will be aware of common ‘adverse childhood experiences’ which they may have experienced and how these may be affecting any of the 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, will also be included. Teachers at Churchill understand that pupils may depend more on school for support.

Pupils will be taught how to judge when they, or someone they know, needs support and where they can seek support if they have concerns. This will include details on which adults in school, and external sources of support, such as the Specialist Nursing Service, can help.

By the end of Year 11 our Pupils Should Know:

<p>Mental wellbeing</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.
<p>Internet safety and harms</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	<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 cardio-vascular ill-health. ● About the science relating to blood, organ and stem cell donation.
Healthy eating	<ul style="list-style-type: none"> ● how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> ● the facts about legal and illegal drugs, and there 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	<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	<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 body	<ul style="list-style-type: none"> ● key facts about puberty and 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.

Monitoring and Review

This policy will be monitored and reviewed in line with the school's policy review programme.

Author Georgina Ellis	Date Summer Term 2019	Frequency of Review Three Yearly
Adopted by the Governing Body Date:	Reviewed Date: Signed	Reviewed Date: Signed