**In line with advice given from the Department of Education we wish to inform you that there have been changes made to the PD curriculum. These can be found below and within the new policy document that will be released over the summer holidays.**

**Curriculum Content**

**In Relationships and Sex Education (RSE) we teach pupils about:**

1. **Families**

**Pupils should know:**

* 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.

1. **Respectful relationships, including friendships**

**Pupils should know: RSE and Health Education Policy**

* 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 pressurise 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

Pupils should know:

* 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.
1. **Being safe**

**Pupils should know: RSE and Health Education Policy**

* 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).

1. **Intimate sexual relationships, including sexual health:**

**Pupils should know:**

* 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.

In Health Education we teach pupils about:

1. **Mental wellbeing**

**Pupils should know:**

* 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.

1. **Internet safety and harms**

**Pupils should know:**

* 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.

1. **Physical health and fitness**

**Pupils should know:**

* 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.
1. **Healthy eating**

**Pupils should know:**

* how to maintain healthy eating and the links between a poor diet and health risks,

including tooth decay and cancer.

* Drugs, alcohol and tobacco

Pupils should know:

* 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.

1. **Health and prevention**

**Pupils should know:**

* 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.

1. **Basic first aid**

**Pupils should know:**

* basic treatment for common injuries.
* life-saving skills, including how to administer CPR
* the purpose of defibrillators and when one might be needed.
1. **Changing adolescent body**

**Pupils should know:**

* 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.

External experts may be invited to assist from time to time with the delivery of the sex

and relationship education programme, but will be expected to comply with the provisions

of this policy.

**Parental withdrawal from RSE**

We respect the legal right of parents/carers to withdraw their child from all or part of the RSE programme. If a parent wishes their child to be withdrawn from RSE lessons, they should put in writing which aspects of the programme they do not wish their child to participate in and send this to the academy addressed to the Principal.

* Before granting any such request, Kate Booth (Lead Teacher for PD) will 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. We will document this process to ensure a record is kept.
* During this discussion, Mrs Booth will discuss 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.
* Once those discussions have taken place, except in exceptional circumstances, we will 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, we will make arrangements to provide the child with sex education during one of those terms.
* This process is the same for pupils with SEND. However, there may be exceptional circumstances where the Principal/Senco may want to take a pupil’s specific needs arising from their SEND into account when making this decision. Additional support may be offered to ensure the best learning outcomes where appropriate.
* The academy always complies with the wishes of parents in this regard and will provide appropriate sources of information for parents who wish to withdraw their children. If a parent withdraws their child from topics that are not included in the statutory National Curriculum, after meeting with the academy to discuss their concerns, then the academy will make alternative arrangements for the pupil.

**To summarise:**

• Parents **will** **not** be able to withdraw their child from any aspect of Relationships Education or Health Education.

• Parents **will** be able to withdraw their child (following discussion with the school) from any or all aspects of Sex Education, other than those which are part of the science curriculum, up to and until three terms before the age of 16.

• After that point, the guidance states that ‘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.’

• Where pupils are withdrawn from sex education, schools should document the process and will have to ‘ensure that the pupil receives appropriate, purposeful education during the period of withdrawal’.