



# ST PAUL'S SCHOOL

## Relationships and Sex Education (RSE) Policy

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This policy is available on the Handbook page of the School Intranet and policies page of the School website and can be made available in large print or other accessible format if required; such requests can be made by email to the [policyquery@stpaulsschool.org.uk](mailto:policyquery@stpaulsschool.org.uk)

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## **1. Rationale and Ethos**

### **1.1 Definition**

St Paul’s understands Relationship and Sex Education (RSE) to be the process of lifelong learning about physical, moral and emotional development. It is about the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health.

### **1.2 Ethos**

The aim of RSE at St Paul’s is to give our pupils the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It aims to teach what is acceptable and unacceptable behaviour in relationships, including how to constructively and positively develop intimate relationships.

Effective RSE does not encourage early sexual experimentation. Instead, it aims to teach young people to understand human sexuality and to respect themselves and others. At St Paul’s, we want to build our pupils’ self-esteem and confidence in order to make good, positive decisions around sexual activity.

The school believes that knowledge about safer sex and sexual health is important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life. This should be delivered in a non-judgmental, factual way to allow scope for pupils to ask questions in a safe environment.

RSE should be underpinned by the school’s wider values and a deliberate cultivation of individual traits such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. It should also promote the importance of self-respect and self-worth.

St Paul’s recognizes that parents and/or guardians are the key people in teaching their children about relationships and sex. The school aims to work in partnership to support them in preparing their children for happy and fulfilled relationships in adult life.

### **1.3 Aims**

At St Paul's, the aims of Relationships and Sex Education (RSE) are as follows:

- To provide balanced and factual information;
- To enable pupils to make informed decisions and to react appropriately to different situations;
- To encourage pupils to consider the consequences of their actions;
- To encourage pupils to reflect upon their own emotional development;
- To stress the importance of considering the emotions and views of others;
- To emphasize the importance of good communication in relationships;
- To ensure pupils have a clear understanding of the legal framework, and the importance of consent.

### **1.4 Equality**

Schools are required to comply with the relevant requirements of the Equality Act 2010. Under the provisions of that Act schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation. Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for the provision of RSE.

The school can take positive action where it can be shown that it is proportionate to deal with particular disadvantages affecting one group because of a protected characteristic. For example, the school could take positive action to support LGBTQ+ pupils if there was evidence they were disproportionately being subjected to bullying, abuse or harassment.

The school shall seek to be aware of contemporary issues such as 'everyday sexism', misogyny, homophobia and gender stereotypes and will take positive action to build a culture where these are not tolerated and any occurrences are identified and tackled.

#### **1.4.1 Pupils with special educational needs and disabilities (SEND)**

The school will ensure that RSE is accessible for all its pupils. Quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. The school will be mindful of preparing for 'adulthood outcomes' as set out in the SEND code of practice when teaching RSE to those with SEND.

The school is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to their SEND. Such factors will be taken into consideration in the delivery of RSE.

#### **1.4.2 Lesbian, Gay, Bisexual and Transgender (LGBT)**

In teaching RSE, St Paul's will ensure that the needs of all pupils are appropriately met and that all pupils understand the importance of equality and respect. The school will ensure that teaching is sensitive and age appropriate, and will fully integrate discussion of LGBT

issues into all relevant parts of the broader RSE curriculum. RSE will be fully inclusive and relevant to those who identify as LGBT.

## **2. Roles and Responsibilities**

Ultimate responsibility for the school's RSE policy lies with the school governors. The school's policy on RSE is subject to review and approval by the Governors' Education Committee.

In school, the Head of PSHE is responsible for the creation and implementation of the RSE Policy. They are supported by two assistant Heads of PSHE. This group, alongside the Deputy Head (MH, W&LS) will be responsible for the development and review of the policy.

Insofar as possible, St Paul's believes that RSE should be delivered by teachers who volunteer for the role and who have specialist skills and/or have been provided with appropriate training. A significant amount of RSE content is taught by the Biology department as part of their Fourth Form course and Biology teachers also often teach a significant proportion of the Fifth Form Health Education course. However, St Paul's believes that teachers of all subjects can make valuable contributions to the delivery of RSE.

The Head of PSHE is responsible for ensuring that all teachers who deliver RSE are appropriately trained. As a minimum, new staff will be expected to observe the delivery of every RSE lessons they will be expected to deliver before commencing the task. Further, internal support or external training may also be offered.

## **3. Legislation (statutory regulation and guidance)**

### **3.1 Context**

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 states that pupils receiving secondary education must be taught RSE and Health Education from September 2020. The guidance gives schools freedom to deliver the content set out in the guidance in the context of a broad and balanced curriculum. At St Paul's, the school has chosen to deliver RSE mainly as part of a timetabled PSHE program supplemented with various extra-curricular talks and activities.

*Appendix A* sets out how the school has responded to this new legislation and sought to comply with the spirit of the regulations that 'encourage' teaching from September 2019.

This policy is also informed by PSHE Association Guidance, specifically 'Writing Your School's Relationships and Sex Education (RSE) Policy' (2018). The school will also consider the PSHE association's toolkits and resources as it develops its RSE content.

Further guidance was taken from the Sex Education Forum, especially their 'Whole School Approach RSE Audit Tool' and their various teaching resources.

### **3.2 Supporting Documents**

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010](#) and schools
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on cyberbullying)
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development)

### **3.3 Other School Policies**

The RSE Policy should be read in conjunction with the other following school policies:

- Safeguarding and Child Protection Policy
- PSHE Policy
- Mental Health and Wellbeing Policy
- SMSC Policy
- Anti-Bullying Policy
- Equal Opportunities Policy

## **4. Curriculum Design**

The Head of PSHE will work closely with colleagues in related curriculum areas to ensure the RSE compliments and does not duplicate content covered in other compulsory subjects such as ICT, Biology and PE. Mandatory content not delivered in other compulsory subject areas is covered in timetabled PSHE lessons and supplemented with extra-curricular talks.

*Appendix A* sets out how the school delivers the content required by the DfE's most recent guidance.

The PSHE Policy provides full Schemes of Work for each year group inclusive of RSE content. Specific areas of RSE content delivery are highlighted below.

#### **4.1 Fourth Form**

Pupils are taught the biology of contraception and sexually transmitted infections, as part of their Biology Course.

Pupils also receive a safeguarding lesson as part of the 'Becoming Independent Course' which discusses issues like abuse and sexual harassment.

#### **4.2 Fifth Form**

RSE is provided as part of a five week Health Education course. It is classroom based and taught in half-class groups. The content covers healthy relationships (including issues around consent, dangers of 'sexting', etc...), sexually transmitted infections and contraception. The course is fully inclusive of those with SEND and those who identify as LGBT.

At the end of the Fifth Form, pupils also receive two 'wellbeing' lessons, one of which focuses on positive body image and self-esteem.

Fifth form pupils also attend a talk by the RAP (Raising Awareness and Prevention) Project, which discusses issues such as sexual assault and consent. The presentation also covers online pornography, sexting, body image, the influence of social media and the effect on behaviour caused by excessive alcohol consumption.

#### **4.3 Eighth Form**

All Pupils in the L8th take part in a five week 'Life Skills' program which aims to prepare them for life after school. Alongside lessons on financial planning, there are three sessions which specifically relate to RSE:

- **Personality Types and Personal Branding** (how you can be perceived online, failures of communication between people of different personality types, etc...)
- **Sex and Health Education** (sexual transmitted diseases, contraception, etc...)
- **Drugs and Alcohol Education** (issues linked to reckless behaviour, consent, etc...)

Lower Eighth Form Pupils also hear a further talk by the RAP Project. This talk focuses more on the move from school to university, and ways to cope with these changes; it covers potential issues in university life (including the proliferation of misogyny and 'laddism'); and it includes safety advice for events such as music festivals and while travelling abroad.

### **5. Safe and Effective Practice**

The school recognizes that for RSE to be safe and effective, certain 'ground rules' need to be understood by all those that take part. At the start of each section of RSE teaching, teachers and pupils will discuss these ground rules, which are likely to include:

- An agreement on how potentially sensitive questions can be asked; This is likely to include a mechanism for asking questions anonymously or an opportunity to ask the teacher privately as opposed to in front of the rest of the group
- Discussion of privacy and the importance of being able to talk frankly in the session without fear of discussions being repeated outside the room without due cause
- How teachers will respond if anyone shares anything they consider to be concerning, particularly any issues of a safeguarding nature
- The promotion of ‘distancing techniques’ that encourage pupils not to personalize their questions or discussions

Teachers should bring any non-urgent issues for discussion at the PSHE department meeting. Any urgent and/or safeguarding issues should be immediately reported to the Designated Safeguarding Lead or one of the Deputy Designated Safeguarding Leads in line with the school’s Safeguarding and Child Protection Policy (see below).

## **6. Safeguarding**

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. When such concerns are raised, teachers will follow the normal child protection and safeguarding procedures in immediately discussing these concerns with the Designated Safeguarding Lead or one of the Deputy Designated Safeguarding Leads.

Ordinarily visitors will be discouraged from observing RSE lessons. Observations can be undertaken by the Head of PSHE to ensure consistency of teaching and the safety of pupils.

Where visiting speakers are invited to deliver aspects of the RSE curriculum (for example the RAP Project), testimonials will be sought from other schools and the Head of PSHE will brief them in advance regarding the schools safeguarding procedures. Visiting speakers will always be accompanied by a member of St Paul’s staff when delivering RSE content. All visiting speakers are logged on the ‘Visiting Speakers Register’.

## **7. Engaging Stakeholders**

### **7.1 Parents, Guardians and Carers**

St Paul’s is committed to working closely with parents, guardians and carers to deliver high quality, meaningful RSE which prepares their children to have happy and healthy relationships now and in adult life.

The school recognizes that parents, guardians and carers have the final decisions about their children’s sex education: Parents have the right to withdraw their child from sex education at St Paul’s up to three terms before their child turns 16 in line with government guidance. From that point onwards, if a pupil wishes to receive sex education, the school will make arrangements for this

to happen before they turn 16. If they have already missed their timetabled sex education, this will usually take the form of a discussion with one of the school nurses.

When pupils are withdrawn from Sex Education, alternative arrangements will be made for these pupils which will ordinarily involve private study in the library.

The right to withdraw from lessons relates only to sex education, and not to the teaching of the biological aspects of human growth and reproduction necessary under IGCSE science. If parents have any queries or wish to withdraw their son from RSE, they should contact their son's tutor in the first instance.

There is no right to withdraw from the Relationships aspect of RSE as the government believes the contents of these subjects – such as family, friendship, safety (including online) – are important for all children to be taught.

The school will inform parents, guardians and carers about how RSE is delivered to their children by distributing a booklet entitled 'PSHE, Citizenship and Wellbeing: Parents' Information and Seminar Program' at the start of each academic year. A PDF of this document is available on the Parent Portal. In addition, information on the RSE curriculum is available on the PSHE section of the website.

Alongside the pupil curriculum, the school provides a range of seminars for Parents, Guardians and Carers to help them engage with their children on the subject of RSE:

- Managing the Teenage Years
- Alcohol, Drugs and Parties
- Sexual Awareness and Behaviour

*(All delivered by Julie Johnson, an experienced counsellor and PSHE consultant trainer)*

The RAP project also offers information evenings for parents in conjunction with the talks which they give to the pupils in those year groups.

## **7.2 Staff**

Staff and especially tutors may benefit from knowing when pupils are covering key aspects of the RSE curriculum. The Head of PSHE will distribute the aforementioned parents' guide to staff at the start of each academic year and notify all staff via email when significant elements of RSE teaching are being undertaken (for example, the Fifth Form Health Education Course).

## **7.3 Governors**

Department for Education guidance makes specific requests of Governors, alongside fulfilling their broader, legal obligations. Governors are required to ensure that:

- all pupils make progress in achieving the expected educational outcomes
- RSE is well led, effectively managed and well planned



- the quality of provision is subject to regular and effective self-evaluation
- teaching is delivered in ways that are accessible to all pupils with SEND
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn
- RSE is well resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations

The school will enable Governors to fulfil these responsibilities by providing information about the delivery of RSE in the regular Head's Summer Term Report to Governors. The Governor's Education Committee will review and agree this policy on behalf of the Governing Body every three years.

## **8. Monitoring, Reporting and Evaluation**

Teachers will be encouraged to critically reflect on their practice in delivering RSE through discussion at the weekly PSHE department meetings. The Head of PSHE is ultimately responsible for ensuring the quality and consistency of RSE teaching.

Pupils will have opportunities to review and reflect on their learning during lessons at the end of a period of significant RSE teaching (for example, at the end of the Fifth Form Health Education Course). Pupils will be invited to offer voluntary feedback via an anonymous online form. Pupils will also be encouraged to discuss the delivery of RSE at the relevant representative bodies including School Council and Year Group Forums and through other interested groups, such as 'Spectrum'.

The Head of PSHE will be expected to provide regular updates on the delivery of RSE, including any changes made as a result of the feedback collected above, to the school's Pastoral Policy Committee, chaired by the Deputy Head Pastoral.

## **9. RSE Policy Review Date**

This policy will be reviewed by the Head of PSHE every two years to ensure that it continues to meet the needs of pupils, staff and parents, and that it is in line with current Department for Education advice and guidance.

**Appendix A - Relationship and Sex Education Audit 2019- 2020**

In June 2019, the DfE issued statutory guidance concerning the teaching of Relationship and Sex Education in schools. The statutory element of this guidance only comes into effect in September 2020 but St Paul’s has sought to incorporate the relevant guidance this year. The audit below provides information about how the recommended content is currently delivered and where further changes will be required from the 2020-2021 academic year.

Topic	Pupils Should Know	Evidence
Families	<ul style="list-style-type: none"> <li>● that there are different types of committed, stable relationships.</li>   <li>● how these relationships might contribute to human happiness and their importance for bringing up children.</li>   <li>● 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.</li>   <li>● why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> </ul>	<p>5th Form Health Ed SoW</p> <p>5th Form Health Ed SoW</p> <p>5th Form Health Ed SoW</p>

	<ul style="list-style-type: none"> <li>● the characteristics and legal status of other types of long-term relationships.</li> <li>● the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li> <li>● 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.</li> </ul>	<p>5th Form Health Ed SoW</p> <p>5th Form Health Ed SoW</p> <p>5th Form Health Ed Sow</p> <p>5h Form Moral Philosophy and 4th Form 'Safeguarding' Lesson</p>
Respectful Relationships,	<ul style="list-style-type: none"> <li>● The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries,</li> </ul>	5th Form Health Ed SoW

<p>including Friendships</p>	<p>privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</p> <ul style="list-style-type: none"> <li>● practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>● 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).</li> <li>● 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.</li> <li>● about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>● that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> </ul>	<p>5th Form Health Ed SoW, RAP Project Talk</p> <p>4th Form Moral Philosophy &amp; 5th Form Health Ed SoW</p> <p>4th Form Moral Philosophy &amp; 5th Form Health Ed SoW, Chapel</p> <p>4th Form 'Bullying' Lesson, 4th Form ICT Curriculum</p>
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	<ul style="list-style-type: none"> <li>• what constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> <li>• 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.</li> </ul>	<p>5th Form Health Ed SoW, RAP Project Talk</p> <p>5th Form Health Ed SoW, RAP Project Talk</p> <p>4th Form Diversity Day, 5th Form Human Rights Day</p>
Online and media	<ul style="list-style-type: none"> <li>• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> </ul>	<p>4th Form ICT Curriculum, 4th Form 'Becoming Independent Lessons'</p>

	<ul style="list-style-type: none"> <li>● 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.</li>   <li>● not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li>   <li>● what to do and where to get support to report material or manage issues online.</li>   <li>● the impact of viewing harmful content.</li>   <li>● 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.</li>   <li>● that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li>   <li>● how information and data is generated, collected, shared and used online.</li> </ul>	<p>4th Form ICT Curriculum, 4th Form 'Becoming Independent Lessons'</p> <p>4th Form ICT Curriculum, 4th Form 'Becoming Independent Lessons'</p> <p>4th Form 'Becoming Independent Lessons', RAP Project Talk</p> <p>RAP Project Talk</p>
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		<p>4th Form 'Becoming Independent Lessons'</p> <p>4th Form ICT Curriculum</p>
Being safe	<ul style="list-style-type: none"> <li>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.</li> <li>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).</li> </ul>	<p>4th Form Safeguarding Lessons</p> <p>5th Form Health Ed, RAP Project Talk</p>
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>RAP Project Talk, 5th Form Health Ed</p>

	<ul style="list-style-type: none"> <li>● 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.</li>   <li>● the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</li>   <li>● that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others.</li>   <li>● that they have a choice to delay sex or to enjoy intimacy without sex.</li>   <li>● the facts about the full range of contraceptive choices, efficacy and options available.</li>   <li>● the facts around pregnancy including miscarriage.</li> </ul>	<p>5th Form Health Ed</p> <p>5th Form Health Ed, 4th Form Biology SoW</p> <p>5th Form Health Ed</p> <p>5th Form Health Ed</p>
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	<ul style="list-style-type: none"> <li>● 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).</li> <li>● 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.</li> <li>● about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>● how the use of alcohol and drugs can lead to risky sexual behaviour.</li> <li>● how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>	<p>5th Form Health Ed</p> <p>4th Form Biology SoW</p> <p>5th Form Health Ed, L8th Health Ed</p> <p>5th Form Health Ed, L8th Health Ed</p>
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Physical Health and Mental Wellbeing

Topic	People Should Know	Evidence
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Mental wellbeing	<ul style="list-style-type: none"> <li>• how to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> <li>• that happiness is linked to being connected to others</li> <li>• how to recognise the early signs of mental wellbeing concerns.</li> <li>• common types of mental ill health (e.g. anxiety and depression).</li> <li>• 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.</li> <li>• the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</li> </ul>	<p>4th Form Wellbeing Lessons</p> <p>4th Form Wellbeing Lessons</p> <p>4th Form Wellbeing Lessons</p> <p>4th Form Wellbeing Lessons</p> <p>4th Form Wellbeing Lessons, 4th Form PE curriculum, L8th Voluntary Program</p>
Internet safety and harms	<ul style="list-style-type: none"> <li>• 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</li> </ul>	<p>5th Form Wellbeing Lessons ' Self-Esteem',</p>

	<p>the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>Post GCSE Gambling Talk, L8th Lifeskills course,</p> <p>4th Form Safeguarding Lessons, 4th Form ICT curriculum,</p>
<p>Physical health and fitness</p>	<ul style="list-style-type: none"> <li>• the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</li> <li>• 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.</li> </ul>	<p>5th Form Wellbeing Lessons</p> <p>PE Curriculum:</p> <p>4th Form Health Related Fitness SOW.</p>

	<ul style="list-style-type: none"> <li>• about the science relating to blood, organ and stem cell donation.</li> </ul>	<p>5th Form Applied Training Methods SOW.</p> <p>6th Form Sport &amp; Exercise Science SOW.</p> <p>GCSE Biology Curriculum, 6th Form Citizenship Course</p>
Healthy eating	<ul style="list-style-type: none"> <li>• how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</li> </ul>	<p>5th Form Wellbeing Lessons</p> <p>PE Curriculum:</p> <p>6th Form Sport &amp; Exercise Science SOW.</p> <p>GCSE Biology Curriculum</p>

<p>Drugs, alcohol and tobacco</p>	<ul style="list-style-type: none"> <li>● 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.</li>   <li>● the law relating to the supply and possession of illegal substances.</li> <li>● the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</li>   <li>● the physical and psychological consequences of addiction, including alcohol dependency.</li>   <li>● awareness of the dangers of drugs which are prescribed but still present serious health risks.</li>   <li>● 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.</li> </ul>	<p>5th Form Health Ed,  L8th Life Skills</p> <p>5th Form Health Ed, L8th Health Ed</p> <p>5th Form Health Ed, L8th Health Ed</p> <p>5th Form Health Ed, L8th Health Ed, 4th Form Drugs Talk</p> <p>5th Form Health Ed, L8th Health Ed, 4th Form Drugs Talk</p> <p>5th Form Health Ed, L8th Health Ed, 4th Form Drugs Talk</p>
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<p>Health and prevention</p>	<ul style="list-style-type: none"> <li>● about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</li>   <li>● about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.</li>   <li>● (late secondary) the benefits of regular self-examination and screening.</li>   <li>● the facts and science relating to immunisation and vaccination.</li>   <li>● the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</li> </ul>	<p>GCSE Biology Curriculum, 4th Form Becoming Independent</p> <p>GCSE Biology Curriculum, 4th Form Becoming Independent</p> <p>5th Form Health Ed</p> <p>GCSE Biology Curriculum,</p> <p>4th Form Becoming Independent</p>
<p>Basic first aid</p>	<ul style="list-style-type: none"> <li>● basic treatment for common injuries.</li>   <li>● life-saving skills, including how to administer CPR</li> </ul>	<p>To commence teaching with introduction of new fourth form course in September 2020 inline with statutory guidance</p>

	<ul style="list-style-type: none"> <li>the purpose of defibrillators and when one might be needed</li> </ul>	
Changing adolescent body	<ul style="list-style-type: none"> <li>key facts about puberty, the changing adolescent body and menstrual wellbeing</li> <li>the main changes which take place in males and females, and the implications for emotional and physical health.</li> </ul>	GCSE Biology Curriculum, 5th Form Health Ed, L8th Health Ed