



Relationships & Sex Education Policy

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| Date | October 2023 |
| Written by | Emily Sidhu |
| Approved by | Full Governing Body |
| Approval date | 27/11/23 |
| Review date | October 2024 |



Introduction

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. This learning is integral to the ethos and values of Ivel Valley. RSE plays an essential role in safeguarding children through supporting them to understand the difference between safe and abusive relationships, and equipping them with the skills to get help if they need it. RSE involves a combination of sharing information, and exploring issues and values. It promotes pupils' respect for themselves and others, and supports the transition from childhood through adolescence and into adulthood. RSE is not about the promotion of sexual activity.

DfE guidance emphasises how important RSE is:

“To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.”

Relationships Education must be provided to all primary-age pupils; Relationships and Sex Education must be provided to all secondary-age pupils. We must provide RSE as per the Children and Social work act 2017. In teaching RSE, we must have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996.

Relationships and Sex (RSE) and Health Education is statutory in all state-funded schools; this policy is written in accordance with the Department for Education (DfE) statutory guidance. The statutory policy guidance covers Relationships and Sex Education, not Health education, which is why it is not referenced in this policy. Health education will be taught in accordance with statutory guidance.

‘Children’ includes everyone under the age of 18. At Ivel Valley, our young people may stay in our college provision until they are 19 years of age. Due to their vulnerability, this policy will continue to be used until they leave Ivel Valley. When we refer to ‘children’ and ‘school’ in this policy, we also cover ‘young adults’ and ‘college’. This policy also applies to pupils in the Early Years Foundation Stages (EYFS).

This policy was developed in consultation with staff, pupils and parents/carers. There is ongoing consultation with all stakeholders to ensure that we receive meaningful feedback regarding RSE teaching.

RSE delivery will be monitored through planning scrutiny; observations; pupil feedback. Pupils' development in RSE is monitored by class teachers as part of internal assessment systems. It is recognised that sex education is a very difficult area to assess and that most assessment will take place by listening to pupils, by asking questions and through discussion.

This policy will be reviewed at least every year or in the light of any related issue that may occur, such as any new findings arising from educational research, local or national guidance. At every review, parents and carers will be consulted, and the policy will be approved by the governing board.



The purpose of this policy

The aims of RSE at Ivel Valley are to:

- Offer all pupils a planned programme of education about human development, relationships, sexuality and family life which is developmental and appropriate to the age and needs of the pupil;
- Ensure that RSE is integrated into the curriculum and not isolated, taken out of context, over emphasised in any way;
- Provide a framework in which sensitive discussions can take place;
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene;
- Help pupils develop feelings of self-respect, confidence and empathy;
- Create a positive culture around issues of sexuality and relationships;
- Teach pupils the correct vocabulary to describe themselves and their bodies;
- Help pupils understand that they have rights over their bodies;
- Prepare pupils, to the best of their abilities, for the opportunities, responsibilities and experiences of life;
- Develop spiritual, moral, social and cultural awareness in line with the 2010 Equality Act and the schools' safeguarding and child protection protocols.

We are also committed to adhering to the Sex Education Forum's 'Twelve Principles' of good quality RSE, which can be found in Appendix 1.

The purpose of this policy is to provide guidance and understanding for staff and families around how we will meet these aims.

Subject content and delivery of RSE

Consultation with college students clearly reflected that as younger pupils, they wish they had **more** RSE teaching that is clear and direct. Consultation with both families and students continually used the word **respect** as a key learning point – respect for self, for others, and to expect respect.

The content of the RSE curriculum is driven by the DfE statutory RSE guidance. Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships; RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds. It is important that teachers maintain communication with parents/carers about what is being taught within RSE at any time, so that there can be consistency and understanding between home and school.

At Ivel Valley, pupils experience an integrated curriculum. Our curriculum is arranged into four prime areas and four specific areas. The prime areas are: personal, social and emotional development; communication and language; physical development; life and living skills. The four specific areas are: literacy; numeracy; understanding the world; expressive arts and design. The statutory RSE curriculum has been integrated into the 'areas of learning' documents, for these prime and specific areas of learning. This aims to support teachers to deliver RSE throughout the curriculum, to encourage the teaching of RSE to be meaningful, to



encourage RSE to be embedded into learning activities, and to support teachers to personalise the curriculum for individual pupils.

From **Key Stage 3**, we encourage teachers to consider discrete sessions to explore sensitive aspects of RSE, including puberty; this may need to be earlier for some pupils, depending on individual need. **Key Stages 4 and 5** have discrete RSE sessions. There is clarity in the curriculum around which topics can only be delivered at secondary age. At **KS5**, teachers may teach certain topics out of sequence to ensure all students have the skills needed at an age-appropriate level. This is particularly important due to the vulnerable nature of our students.

It might be appropriate to split groups into single-gender groups when teaching some sensitive areas of sex education to support pupils to feel comfortable; many teachers report this being a successful strategy. This is down to the discretion of individual teachers. Teachers may sometimes work together to deliver RSE for small groups of pupils working at similar stages within the curriculum.

In all year groups, it is the responsibility of the class teacher to ensure that the statutory RSE curriculum is integrated into their planning.

Further information about the content areas of the statutory curriculum and how this is mapped into the Ivel Valley 'areas of learning' can be found in Appendix 2.

Making RSE accessible

At Ivel Valley, every pupil has an Education, Health & Care Plan (EHCP) that identifies their Special Educational Need and Disability (SEND). DfE guidance on RSE refers to teaching RSE to pupils with SEND, and it is important that staff remain aware of these key points:

*"Relationships Education, RSE and Health Education **must be accessible** for all pupils...High quality teaching that is **differentiated and personalised** will be the starting point to ensure accessibility. Schools should also be mindful of the **preparing for adulthood outcomes**, as set out in the SEND code of practice, when teaching these subjects to those with SEND. Schools should be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND... In special schools [...] there may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages. As with all teaching for these subjects, schools should ensure that their teaching is **sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.**"*

We recognise the increased level of anxiety that staff and parents/carers can feel around teaching RSE to pupils with SEND, and families have told us that presenting information in an accessible way for their children is important to them. The Equalities Act provides the guiding principle that pupils with SEND *must* be able to participate in the curriculum, so RSE *must* be provided and accessible.






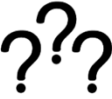
Our staff highlighted some of the key areas of learning for our pupils as: independence, understanding of appropriate touch, consent, relationships, understanding their bodies, 'public and private' and social media. Our staff know that in order to successfully deliver RSE, they need to build supportive and trusting relationships with pupils, where healthy relationships can be modelled and pupils feel able to learn in a safe environment. For some pupils, open and honest discussion is important; for others, appropriate specialist strategies such as Intensive Interaction help to build these relationships.

Training has been provided to staff on making RSE accessible to our pupils, and will continue to be referred to through safeguarding induction training. RSE will be included in our continuing professional development cycle. The 'areas of learning' curriculum documents signpost teachers to specialist teaching resources, which have been carefully sourced to support staff in providing meaningful RSE to pupils with a wide range of SEND, including pupils with profound and multiple disabilities (PMLD). Where possible, these resources have been stored on an internal Google Drive folder for easy access. Other resources are stored in the SLT office.

We are also able to access information, advice and guidance from the special needs nursing team. They can provide specific, personalised sessions for individual pupils around key areas of health within RSE such as menstruation and sexual health.

This is our accessible RSE policy:



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|  | RSE means Relationships and Sex Education |
|  | In RSE, we learn about respect, relationships, healthy choices, understanding our bodies and keeping ourselves safe. |
|  | We learn about RSE to help us become happy, healthy adults. |
|  | We also learn about RSE to help us understand that everyone is different, and that is ok. |
|  | Your teachers must teach you about RSE in a way that is helpful and makes sense to you. |
|  | It is ok to ask questions about RSE - staff at Ivel Valley will help you. |

Specific issues to consider

Confidentiality: RSE must be taught in a safe, non-judgmental environment where adults and children are confident that they will be respected. Specific ground rules could be established at the beginning of the RSE work, making it clear that pupils can explore topics freely (see 'Handling complex issues safely' document within RSE Google Drive). However, staff must follow Ivel Valley's confidentiality and safeguarding policies. Pupils should be made aware of the boundaries of confidentiality should they choose



to make a disclosure to a member of staff - a member of staff cannot promise confidentiality if concerns exist.

Difficult questions & safeguarding: While personal views are respected, all RSE issues must be taught without bias. Topics must be presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others who may have a different opinion. Both formal and informal RSE arising from pupils' questions can be answered according to the age and maturity of the pupil(s) concerned and the limits of the year group topics. Individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned, believe any pupil to be at risk or are unsure how to answer a question. Where appropriate, staff should finish RSE sessions with signposting pupils for where to go if they have concerns. Some pupils might need 1:1 input on a specific issue.

Language: Staff should:

- Practise sensitive discussions before having them with pupils, so that there is no sense of embarrassment;
- Openly teach pupils what 'slang' words mean (where appropriate) and that some are offensive;
- Use inclusive language (such as partner instead of boyfriend/girlfriend);
- Use correct terminology rather than slang, for example, using medically correct words for genitalia. This is good safeguarding practice;
- Establish use of respectful language which challenges sexism, homophobia and other forms of prejudice.

Masturbation: As part of supporting our young people to live safe and happy lives, we need to teach them appropriate behaviours and strategies to manage their personal needs. All young people will explore their bodies, but understanding when and where this is appropriate can be a difficult concept for some pupils to learn. A key part of pupils' RSE learning is around 'public and private.' It should be noted that school is a public place and therefore masturbation should be discouraged. While it can be difficult to stop a young person, staff should make sure that the young person is safe and their modesty protected. Staff should then offer individualised learning to provide appropriate information for a young person. It is important to discuss with parents/carers where a pupil's private space is at home, for example, toilet or bedroom, so that this can be reinforced at school.

Relationships: Teachers are responsible for ensuring that RSE is taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances - families can include single parent families, LGBTQIA+ parents, families headed by grandparents, adoptive parents, foster carers, amongst other structures. They must also reflect sensitively that some children may have a different structure of support around them, for example, children who are looked after. Pupils must be taught to recognise the need for consent, commitment, trust and love in meaningful relationships.

Right to withdraw

There is no right to withdraw from Relationships Education or Health Education.

Parents/carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Requests for withdrawal should be put in writing and addressed to the



Headteacher. This request will then be discussed with parents/carers by a member of the Senior Leadership Team (SLT), as Ivel Valley commits to the principal that this an important element of education and withdrawal may have detrimental effects. However, any specific needs arising from a pupil's SEND must be taken into account. Once those discussions have taken place, except in exceptional circumstances, the school should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms. If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Roles and responsibilities

The governing board will approve the RSE policy, and hold SLT to account for its implementation.

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils; this may be through delegation.

All staff are responsible for: delivering RSE in a sensitive way; modelling positive attitudes to RSE; responding to the needs of individual pupils. Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

Teachers are responsible for designing appropriate RSE programmes and monitoring progress.

Parents / carers are asked to keep teachers up-to-date with any relevant RSE information regarding their child that might impact teaching, for example when they begin puberty or questions that they are asking at home.

Pupils are expected to be supported to engage fully in RSE and, when discussing issues related to RSE, to treat others with respect and sensitivity.

Legal framework & statutory guidance

Relationships Education must be provided to all primary-age pupils; Relationships and Sex Education must be provided to all secondary-age pupils. We must provide RSE as per the Children and Social work act 2017. In teaching RSE, we must have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996.

We have regard to our legal requirements around political impartiality when delivering RSE, particularly when working with external organisations or any material produced by them.

This policy should be read in conjunction with our Safeguarding & Child Protection policy and Confidentiality policy.



Equalities & inclusion

Please see the 'Making RSE accessible' section. We have due regard to our requirements under the Equality Act and Public Sector Equality Duty when planning and teaching RSE to create an inclusive classroom

Safeguarding implications

Safeguarding is a priority at Ivel Valley: we firmly believe that all children have the right to be protected from neglect, physical, emotional and sexual abuse. Teaching children and young people about healthy relationships in an all-inclusive way is such an important part of keeping children safe. Recognition of the safeguarding implications of teaching RSE is woven throughout this policy.

Some pupils might have experienced emotional, physical or sexual trauma, causing them to find elements of RSE teaching triggering or distressing. Teachers must be aware of their individual pupils' backgrounds and provide sensitive support accordingly. Any concerns must be discussed with the Designated Safeguarding Lead.

APPENDIX ONE

Twelve principles of good quality RSE

Source: <https://www.sexeducationforum.org.uk/resources/advice-guidance/principles-good-rse>





APPENDIX TWO

Detail of statutory curriculum from DfE 2020 RSE guidance, including Health Education

Source: <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Primary-age pupils: Key Stages 1 and 2

| Topic | Content | Where to find this in the Ivel Valley 'areas of learning' curriculum documents |
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| Families and people who care for me | <ul style="list-style-type: none"> that families are important because they can give love, security and stability. the characteristics of healthy family life: commitment, protection, spending time together and sharing each other's lives. that others' families sometimes look different from their family, but that's ok (single parents, grandparents, other relatives, same sex parents, carers...) that caring relationships, which may be of different types, are at the heart of happy families. what marriage is how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. | Personal, Social & Emotional Development – 'making relationships' |
| Caring relationships | <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: 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. | Personal, Social & Emotional Development – 'making relationships' |
| 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 and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) 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, and doing things for others on mental wellbeing and happiness. | Personal, Social & Emotional Development – 'making relationships' Personal, Social & Emotional Development – 'managing feelings and behaviour' Physical Development – 'health and self-care' |



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| | <ul style="list-style-type: none"> • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • that 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 whom in school they should speak to if they are worried about their own or someone else's wellbeing. • 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 | |
| Respectful relationships | <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. | Personal, Social & Emotional Development – 'making relationships' |
| Online relationships & internet safety and harms | <ul style="list-style-type: none"> • that for most people the internet is an important part of life and has many benefits. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place. • that people sometimes behave differently online, including by pretending to be someone they are not. • the rules and principles for keeping safe online, including recognising negative content or contact, and keeping personal information private. • how information and data is shared and used online. • the importance of not spending too much time online • that our online relationships still need to be respectful. • why social media, some computer games and online gaming, for example, are age restricted. • that just because information is online doesn't mean that it's true • where and how to report concerns and get support with issues online | Understanding the World – 'technology' |
| Being safe | <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others. • 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. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. | Personal, Social & Emotional Development – 'making relationships' Personal, Social & Emotional Development – 'managing feelings and behaviour' |



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| | <ul style="list-style-type: none"> • how to recognise and report feelings of being unsafe or feeling bad about any adult. • where and 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. | |
| 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. | Life and Living Skills – ‘health and self-care’ |
| 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. | Life and Living Skills – ‘health and self-care’ |

Secondary-age pupils: Key Stages 3, 4 and 5

(note: this is DfE guidance. At Ivel Valley, we recognise the need to work according to the individual needs of our pupils, so secondary-age pupils may need to continue to work on areas identified above before moving on)

| Topic | Content | Where to find this in the Ivel Valley ‘areas of learning’ curriculum documents |
|--------------------------|--|--|
| 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. • why marriage is an important relationship choice for many couples and why it must be freely entered into. • the characteristics 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. | Personal, Social & Emotional Development – ‘making relationships’ |
| Respectful relationships | <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. • 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. • 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. • 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. | Personal, Social & Emotional Development – ‘making relationships’ |



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| Online and media & internet safety and harms | <ul style="list-style-type: none"> • their rights, responsibilities and opportunities online. • online risks, including that anything that someone sends to someone else online has the potential to be shared, and the importance of not sharing personal material that others send to them. • the impact of viewing harmful content. • that specifically sexually explicit material isn't realistic and can have negative consequences. • 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. • the similarities and differences between the online world and the physical world, including: the impact of unhealthy comparison with others online, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and that not all information online is real. • what to do and where to get support to report material or manage issues online. | Understanding the World – 'technology' |
| Mental wellbeing | <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 understand 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 | Personal, Social & Emotional Development – 'managing feelings and behaviour' |
| 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. • about the science relating to blood, organ and stem cell donation. | Life and Living Skills – 'health and self-care' |
| 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. | Life and Living Skills – 'health and self-care' |
| 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. • 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. | Life and Living Skills – 'health and self-care' |
| 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. | Life and Living Skills – 'health and self-care' |
| Changing adolescent body | <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. | Life and Living Skills – 'health and self-care' |

KS4 / 5. Note: these topics are specifically marked as Key Stage 4/5 topics on the curriculum documents.

| Topic | Content | Where to find this |
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| Being safe | <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). | Personal, Social & Emotional Development – ‘self-confidence and self-awareness’ and ‘making relationships’ |
| Intimate and sexual relationships, including sexual health | <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 menopause. that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. that they have a choice to delay sex or to enjoy intimacy without sex. the facts about the 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. the benefits of self-examination (to check for lumps / irregularities). | <p>Personal, Social & Emotional Development – ‘making relationships’</p> <p>Physical Development – ‘health and self-care’</p> <p>Personal, Social & Emotional Development – ‘self-confidence and self-awareness’</p> |
| Drugs, alcohol and tobacco | <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. | Life and Living Skills – ‘health and self-care’ |