



# OASIS ACADEMY BRISLINGTON

## **Relationships Education, Relationships and Sex Education (RSE) and Health Education Policy**

**September 2021**

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## Introduction and Aims

### Oasis Ethos

Our ethos is rooted in what we believe and who we are.

- We have a passion to include everyone
- We have a desire to treat everyone equally, respecting differences
- We have a commitment to healthy and open relationships
- We have a deep sense of hope that things can change and be transformed
- We persevere and keep going for the long haul

Our **Education Charter** sets out our commitment to work in partnership with our communities to transform lives and create a culture of excellence for all. To help achieve this, we make great learning the cornerstone of everything that we do.

Oasis Community Learning (OCL) is committed to helping young people develop loving and respectful relationships and a responsible attitude to intimacy and sex. The Oasis Ethos is at the heart of all teaching on relationships and sexual health, including the commitment to promoting healthy and positive relationships, treating everyone equally and respecting differences. OCL recognises the breadth of human diversity and is committed to providing sex and relationship education which values this diversity. OCL also recognises that it has an obligation to take positive action to build a culture where any occurrences of racism, sexism, misogyny, homophobia and gender stereotypes are identified and tackled rather than being tolerated. All adults have an important role to play in modelling positive behaviours.

The aims of this policy are to:

- clarify the statutory requirements of relationship education, sex and relationships and health education to all teachers, parents, carers and students;
- ensure the curriculum is taught sensitively and inclusively, with respect to the backgrounds and beliefs of students and parents
- provide a framework in which sensitive discussions can take place
- ensure that students have accurate, objective and appropriate information
- create a positive culture around issues of sexuality and relationships
- develop an understanding, for all students, of healthy relationships, acceptable behaviour and the right of everyone to equal treatment
- protect our children and young people and foster student wellbeing and develop resilience and character, kindness, integrity, generosity, and honesty
- help young people to become successful and happy adults who make a meaningful contribution to society

This policy statement is designed to be complementary to, and supportive of, the role of parents/carers in educating their children about sex, relationships and health. It recognises that the prime responsibility for bringing up children rests with parents and carers.

### Statutory requirements

As a multi-academy trust we must provide relationships education to all students as per section 34 of the [Children and Social work act 2017](#).

In teaching RSHE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

Academies must follow the guidance outlined in the document:

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

The [Equality Act 2010](#) details some key equality provisions for the delivery of education and a duty for public bodies, such as OCL, to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relationships between different groups (Public sector Equality Duty). There are three key elements:

- Eliminate discrimination and other conduct that is prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation) and people who do not share it
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it

Academies must also be mindful of the SEND Code of Practice when planning for these subjects

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

### Policy development

The OCL policy has been developed with the support of colleagues in primary, secondary and all-through academies as well as those national leaders responsible for governance, delegated from the Trust Board.

This Oasis Brislington Academy policy has been developed through the following consultation process:

1. Review – The RSHE lead member of staff pulls together all relevant information including relevant national and local guidance
2. Staff consultation – A staff working party representing a cross-section of Academy staff are given the opportunity to view the policy, planned curriculum and make recommendations. Following this, all school staff are given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties are invited to attend a meeting about the policy
4. Pupil consultation – Student Academy Council members are consulted and given the opportunity to represent their views in collaboration with the lead member of staff for the Student Council
5. Ratification – once amendments are made, the policy is agreed with the Regional Director

## Delivery of Relationships, Sex and Health Education (RSHE)

- The content set out in this guidance must be delivered in the context of a broad and balanced curriculum
- Delivery of the curriculum must be high quality, evidence-based and age-appropriate
- Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSHE (see detail in subsequent section of this policy)
- Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to students, in a carefully sequenced way, within a planned programme or lessons
- Teaching will include sufficient well-chosen opportunities and contexts for students to embed new knowledge so that it can be used confidently in real life situations
- RSHE is explicitly taught within the personal, social, health and economic (PSHE) education curriculum. Some biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RPE). RSHE learning objectives also permeate through all other areas of the curriculum.
- Students may also receive stand-alone sex education sessions or sessions on equality and diversity
- Details of content and curriculum map for when each topic is taught, taking account of the age of students can be found in Appendix E
- The RSHE curriculum at Oasis Academy Brislington will be delivered by teachers at the academy, supported by teaching assistants (where the need arises) and could involve sessions delivered by external agencies or organisations
- The RSHE curriculum at Oasis Academy Brislington is led by the Assistant Principal for Best Inclusion: Joanne Barr-Yasdi Contact email: [joanne.yasdi@oasisbrislington.org](mailto:joanne.yasdi@oasisbrislington.org)

## British Values

Fundamental British Values are promoted and embedded across our curriculum and extracurricular programmes. The Rule of Law and Values of Democracy are explicitly taught through our RSHE curriculum and also promoted across all subject areas. The Student Academy Council follows democratic processes so that all students get to experience the value of Democracy. Students are explicitly taught to have respect and tolerance for the faith, cultures and beliefs of others through a variety of teaching opportunities in lessons and also through participation in national events e.g. Stephen Lawrence Day, Diversity Week, Anti-bullying Week. We also use these opportunities to work closely with external providers. Respect and tolerance of others is fundamental to our Climate for Learning policy and is also embedded in our culture through the 9 habits.

## Religion and belief

In developing this policy and delivering the RSHE curriculum, Oasis Academy Brislington has a commitment to:

- Developing a good understanding of students' faith backgrounds.
- Establishing positive relationships between the school and local faith communities help to create a constructive context for the teaching of these subjects.

- Taking into account the religious background of all students when planning learning, so that the topics that are included in the core content in this guidance are appropriately handled.
- Complying with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics.
- Taking into account faith perspectives. In particular, recognising that schools with a religious character may teach the distinctive faith perspective on relationships, and balanced debate may take place about issues that are seen as contentious. For example, academies may wish to reflect on faith teachings about certain topics as well as how their faith institutions may support people in matters of relationships and sex
- Ensuring that teaching should reflect the law (including the Equality Act 2010) 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.

## Race

In developing this policy and delivering the RSHE curriculum, Oasis Academy Brislington has a commitment to:

- Developing a good understanding of the racial heritage of students
- Establishing positive relationships between the academy and local support groups for racial discrimination and equality
- Taking into consideration the racial heritage of students; ensuring content delivered is appropriate, accurate and informative and is delivered with sensitivity.
- Complying with the relevant provisions of the Equality Act 2010, under which race is amongst the protected characteristics.
- Making explicit links between the lesson content and relevant academy policies e.g. the climate for learning and behaviour policy, where students are expected to show tolerance and kindness to all. Develop students' understanding around the definition of racism and what constitutes as racism, including the academy processes for dealing with any incidents of racial discrimination or harassment.
- Ensuring everyone, irrespective of race, colour, ethnic or national origin or their citizenship, feels welcome and valued and able to achieve their full potential
- Preparing pupils for life in a multi-ethnic society
- Acknowledging the existence of racism and being proactive in tackling and eliminating racial discrimination

## Students with SEND

- Relationships Education, Sex Education and Health Education must be accessible for all students. This is particularly important when planning teaching for students with special educational needs and disabilities who represent a large minority of students in our Trust.
- High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.
- Adults should be aware that some students are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. RSHE can also be particularly important subjects for some students; for example those with Social, Emotional and Mental Health needs or learning disabilities. Such factors should be taken into consideration in designing and teaching these subjects.
- For some SEND students within mainstream and the resource base there may be a need to tailor content and teaching to meet the specific needs of students at different developmental

stages. As with all teaching for these subjects, Oasis Brislington will ensure that teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

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

In teaching RSHE, Oasis Academy Brislington should ensure that the needs of all students are appropriately met, and that all students understand the importance of equality and respect.

- The Academy should ensure that all teaching is sensitive and age appropriate in approach and content.
- Teaching students about LGBT should be through fully integrated programmes of study for this area of the curriculum rather than as a stand-alone unit or lesson
- The Academy expects all students to have been taught LGBT content at a timely point as part of this area of the curriculum

### Resources

- Oasis Academy Brislington should assess each resource that they propose to use to ensure that it is appropriate for the age and maturity of students, and sensitive to their needs
- The Academy should also ensure that, when they consult with parents, they provide examples of the resources that they plan to use as this can be reassuring for parents and enables them to continue the conversations started in class at home.
- A list of resources, recommended by colleagues, can be found in Appendix A.

### Climate for Learning

The RSHE curriculum aims to ensure students have the confidence, knowledge and skills to thrive in a positive learning environment. It links strongly with our behaviour policy, which is underpinned by 4 key levers:

1. Academy Vision and Values
2. Personal Development Curriculum (Enrichment, Extra-Curricular entitlement, Careers Education Information, Advice and Guidance and RSHE curriculum)
3. Academy Behaviour Systems, Structures and Routines (reward, sanction, attendance etc.)
4. Behaviour Training and Professional Development for staff

### LEVER 1: ACADEMY VISION AND VALUES

OAB Mission: At Oasis Academy Brislington we aim to create a happy, stimulating, caring learning environment where risk taking and challenge is encouraged. Awaken and nurture a love of learning that will last a lifetime and provide everyone with the skills to pursue that learning independently and collaboratively.

Oasis Ethos and the 9 Habits We are committed to a model of inclusion, hope, perseverance, healthy relationships and compassion throughout all the aspects of the life and culture of every hub and every Academy community. Inclusion, equality, healthy relationships, hope and perseverance permeate all aspects of the life and culture of the academy and the organisation as a whole. We believe that continually developing our character to become the best version of ourselves is important for every student and staff member alike. Therefore, we actively promote and practise the Oasis 9 Habits. The 9 Habits are fundamental and underpin all actions, approaches and relationships in the management of pupil behaviour. The 9 Habits inspire us to behave in a way that enables us to be our best and bring our best to our learning and the community we are a part of. We aim to develop an understanding and tolerance of each other through knowledge, mutual respect, forgiveness and believing the best of one another. Individual rights will be respected and choice will be exercised within a culture of self-discipline. The 9 Habits also remind staff and students of our responsibilities to each other.



## LEVER 2: PERSONAL DEVELOPMENT CURRICULUM

This curriculum consists of everything outside of the academic curriculum, and covers:

1. The 'taught' curriculum:
  - CEIAG (careers education, information, advice, and guidance)
  - RSHE curriculum
  - Enrichment activities (e.g. trips and visits, non-curricular courses or workshops, etc.) - Battlefields visit - Ski Trip - South Bristol Youth - Theatre trips - Key note speakers
  - Extra-curricular programme (e.g. P6 programme) ACE (Additional Curriculum Entitlement) is our after School offer for every students at Oasis Academy Brislington.
    - Student Academy Council

2. The culture created by staff behaviours and the systems and routines of a school This is often less tangible and may be seen in the way assemblies are conducted, in tutor time, in corridor conversations, and in signs and symbols around school. RSHE at Oasis Brislington supports us in helping to safeguard all students, giving the students the knowledge to make healthy and sensible life choices. The holistic approach promotes healthy bodies, healthy minds and healthy relationships for the students. There is a strong correlation between mental health and wellbeing and academic achievement and this curriculum therefore provides the foundations to achievement across all of the students' subject areas. The curriculum aims to develop a common language that is correct and clear and enables students to communicate their feelings, helping to promote positive mental health. Alongside this, strategies for positive mental health are explicitly taught and practised in the lessons through the mindfulness approach. Finally, the curriculum aims to engender responsible citizenship through promoting tolerance, respect and equality. Through engaging in the sequential learning, students will develop resilience to function successfully in a rapidly changing world.



### LEVER 3: ACADEMY BEHAVIOUR SYSTEMS, STRUCTURES and ROUTINES

The Academy's behaviour system is in place to ensure that all students have the best access to outstanding learning and personal development. We are committed to ensuring that all of our young people leave the Academy with strong academic achievements in addition to being well-rounded young people able to live successfully and happily in a demanding world.

Restorative approaches are based on four key features: -

RESPECT: for everyone by listening to other opinions and learning to value them -

RESPONSIBILITY: taking responsibility for your own actions

REPAIR: developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated -

RE-INTEGRATION: working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education.

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against Bullying can include: (including definitions from the NSPCC) Type of bullying Definition Emotional Being unfriendly, excluding (such as ignoring or isolating someone), tormenting, humiliating, intimidating, threatening, controlling or manipulating someone, silent, hoax or abusive calls Physical Hitting, kicking, pushing, taking another's belongings, any use of violence Racial Racial taunts, graffiti, gestures Sexual Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching, homophobic, Direct or indirect verbal Name-calling, sarcasm, gossiping, teasing, shouting, undermining by constant criticism or spreading rumours Cyber-bullying Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites Details of OCL's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy. Support for students
- The Academy recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.
- The academy's special educational needs co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.
- Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.
- When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.
- We recognise that early referral to multi-agency support is vital in providing students with the support that they need.

### Lever 4: BEHAVIOUR TRAINING AND PROFESSIONAL DEVELOPMENT

Leaders work to ensure that we are as 'deliberate' and 'purposeful' with our behaviour professional development as we are with our pedagogical professional development. Engage with expert/specialist training where relevant and necessary. All staff are trained in relevant RSHE modules that they are delivering. Alongside this, all staff undergo regular training or professional development in key areas to support the delivery of RSHE and behaviour management e.g. Safeguarding, Trauma Informed Practice, Domestic Abuse, Peer on Peer Abuse, County Lines, Prevent.

## Roles and responsibilities

### The CEO

The CEO, in consultation with the NET and CSG, will approve the SRE policy, on behalf of the Trustees. The CEO will hold Regional Directors to account for its implementation.

### Regional Directors (RDs) and Principals

RDs will check that **academy leaders** ensure:

- all students make progress in achieving the expected educational outcomes;
- the subjects are 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 students with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations

### Staff colleagues:

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the (non-science) components of RSHE

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the Principal.

### Students

Students are expected to engage fully in RSHE and, when discussing issues related to SRE, treat others with respect and sensitivity.

## The role of parents and their right to withdraw

### Parents and Carers

- The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.
- Oasis Academy Brislington will endeavour to work closely with parents when planning and delivering these subjects. The academy should ensure that parents know what will be taught and when, and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSHE.

- Parents should be given every opportunity to understand the purpose and content of RSHE. Good communication and opportunities for parents to understand and ask questions about the school's approach help increase confidence in the curriculum.

## Withdrawal

There is no right to withdraw from Relationships Education or Health Education. However, parents have the right to request that their child be withdrawn from some or all of the non-science curriculum sex education delivered as part of statutory RSHE.

- The Principal or RSHE lead 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. Also to explain the detrimental effects that withdrawal might have on the child
- The academy will document this process to ensure a record is kept (see Appendix B)
- Once those discussions have taken place, except in exceptional circumstances, the academy 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 academy should make arrangements to provide the child with sex education during one of those terms
- This process is the same for students with SEND. However there may be exceptional circumstances where the principal may want to take a pupil's specific needs arising from their SEND into account when making this decision
- If a pupil is excused from sex education, it is the academy's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal

## Safeguarding

At the heart of these subjects there is a focus on keeping children safe, and schools can play an important role in preventative education. Keeping Children Safe in Education (KCSIE) sets out that all schools and colleges should ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum.

Good practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children should be made aware of how to raise their concerns or make a report and how any report will be handled. This should include processes when they have a concern about a friend or peer.

Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child. See the [OCL Safeguarding policy](#)

If teachers have concerns about a specific pupil they must follow academy safeguarding procedures.

## Training

Staff will require training to ensure that they feel confident to deliver the RSHE curriculum. Some Local Authorities are able to provide training but also organisations such as Stonewall may be able to support leaders with this. The Academy makes use of the DfE training modules for RSE found here: <https://www.gov.uk/guidance/teaching-about-relationships-sex-and-health#train-teachers-on-relationships-sex-and-health-education>

## Monitoring arrangements

The delivery of RSHE is monitored by the Principal and senior colleagues. Monitoring could include planning scrutinies, conversations with teachers and students as well as learning walks as part of Quality Assurance Cycles.

The OCL policy will be reviewed by the National Education Team regularly. At every review, the policy will be approved by the CEO.

This Oasis Academy Brislington policy will be reviewed at each point the OCL policy is reviewed.

**Relationships, Sex and Health Education curriculum:** see appendix C

### **Pastoral Support**

All students will have access to pastoral support. There should be a clear duty of care in counselling and advice to individual students, particularly with regard to their sexual behaviour, orientation or identity. It will require skilled judgement to know when to counsel and when, and how, to refer for specialist counselling and support.

**COVID-19-** In addition to the usual pastoral support, key members of staff (including the pastoral and SEND teams) have received bereavement training to help provide counselling support to students. There is access to a wide range of OCL online resources to support students with bereavement, grief and loss due to Covid-19.

### **Links with other policies**

This policy is linked to the following policies:

- [OCL Safeguarding policy](#)
- [OCL Anti-bullying policy](#)
- [OCL SEND policy](#)
- OCL Learning Policy
- OCL Physical Intervention Policy
- OCL Staff Code of Conduct Policy
- Oasis Nine Habits
- OCL Student Equality and Diversity Policy
- OCL Behaviour Policy

## **Appendices**

### **Appendix A: Resources**

- Educate and Celebrate  
<https://www.educateandcelebrate.org/education/>
- Stonewall

<https://www.stonewall.org.uk/>

- SWGfL  
<https://swgfl.org.uk/resources/>
- National Online Safety School  
<https://nationalonlinesafety.com/>
- NSPCC  
<https://www.nspcc.org.uk/keeping-children-safe/>
- Jigsaw  
[https://www.jigsawpshe.com/?gclid=EAlaIQobChMI-6T1p4yF5wIVhbTtCh35bAZPEAAAYASAAEgKV9\\_D\\_BwE](https://www.jigsawpshe.com/?gclid=EAlaIQobChMI-6T1p4yF5wIVhbTtCh35bAZPEAAAYASAAEgKV9_D_BwE)
- PSHE Association  
<https://www.pshe-association.org.uk/curriculum-and-resources>
- No Outsiders  
<https://no-outsiders.com/about-us>
- Solihull LA guidance  
<https://www.solgrid.org.uk/wellbeing/pshe/relationships-and-sex-education/>
- BBC resources  
[https://www.bbc.co.uk/teach/relationships-and-sex-education-\(RSHE\)-teaching-resources/z4pp7nb](https://www.bbc.co.uk/teach/relationships-and-sex-education-(RSHE)-teaching-resources/z4pp7nb)
- Council for the Curriculum, Examinations and Assessment  
<http://ccea.org.uk/curriculum/RSHE>
- KS4 RSHE teaching resources  
<https://www.ark.ac.uk/schools/resources/RSHEmodule.pdf>
- North Lincolnshire LA resources  
<http://servicesforeducation.org.uk/Page/2737>
- Brook – sexual advice for under 25s  
<https://legacy.brook.org.uk/our-work/category/education>

**Appendix B:** Parent form: withdrawal from sex education within RSHE

TO BE COMPLETED BY PARENTS			
Name of child		Year group	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider?			
Parent signature			

TO BE COMPLETED BY THE SCHOOL

<p>Agreed actions from discussion with parents</p>	<p>Include notes from discussions with parents and agreed actions taken. e.g. Joe will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom</p>

**Appendix C: Curriculum detail taken from the DfE document: “Relationships Education, Relationships and Sex Education (RSHE) and Health Education”**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/80578/1/Relationships Education Relationships and Sex Education RSHE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/80578/1/Relationships_Education_Relationships_and_Sex_Education_RSHE_and_Health_Education.pdf)

**Relationships and Sex Education (RSE): Secondary**

69. The aim of RSE is to give young people 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 should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help students 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.

70. Effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

71. Knowledge about safer sex and sexual health remains 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-judgemental, factual way and allow scope for young people to ask questions in a safe environment. Many teachers use approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion and using question boxes to allow students to raise issues anonymously.

72. RSE should provide clear progression from what is taught in primary school in Relationships Education. Teachers should build on the foundation of Relationships Education and, as students grow up, at the appropriate time extend teaching to include intimate relationships. Alongside being taught about intimate relationships, students should also be taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult. This teaching should enable students to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful.

73. Students should understand the benefits of healthy relationships to their mental wellbeing and self-respect. Through gaining the knowledge of what a healthy relationship is like, they can be empowered to identify when relationships are unhealthy. They should be taught that unhealthy relationships can have a lasting, negative impact on mental wellbeing.

74. 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 self-respect and self-worth. There are many ways in which secondary schools should support the development of these attributes, for example by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

75. Students should be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. All students should feel that the content is relevant to them and their developing sexuality. Sexual orientation and gender identity should be explored at a timely point and in a clear, sensitive and respectful manner. When teaching about these topics, it must be recognised that young people may be discovering or understanding their sexual orientation or gender identity. There should be an equal opportunity to explore the features of stable and healthy same-sex relationships. This should be integrated appropriately into the RSHE programme, rather than addressed separately or in only one lesson.

76. It is recognised that there will be a range of opinions regarding RSE. The starting principle when teaching each of these must be that the applicable law should be taught in a factual way so that students are clear on their rights and responsibilities as citizens.

77. Schools may choose to explore faith, or other perspectives, on some of these issues in other subjects such as Religious Education.

78. Students should be well informed about the full range of perspectives and, within the law, should be well equipped to make decisions for themselves about how to live their own lives, 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 should 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.

79. Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, should also be addressed sensitively and clearly. Schools should address the physical and emotional damage caused by female genital mutilation (FGM). They should also be taught where to find support and that it is a criminal offence to perform or assist in the performance of FGM or fail to protect a person for whom you are responsible from FGM. As well as addressing this in the context of the law, students 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. Schools should also be mindful that for students who are or have experienced unhealthy or unsafe relationships at home or socially, the school may have a particularly important role in being a place of consistency and safety where they can easily speak to trusted adults, report problems and find support.

80. Internet safety should also be addressed. Students should be taught the 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. Students should 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.



81. Some students 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.

**By the end of secondary school:**

**Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:**

<p><b>Families</b></p>	<p>Students should know:</p> <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> <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><b>Respectful relationships, including friendships</b></p>	<p>Students should know:</p> <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, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</li> <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> </ul>

	<ul style="list-style-type: none"> <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> <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>
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<b>Online and media</b>	<p>Students should know:</p> <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> <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>
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<b>Being safe</b>	<p>Students should know:</p> <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>
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<b>Intimate and sexual relationships, including sexual health</b>	<p>Students should know:</p> <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> <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 pressurising others.</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex.</li> </ul>
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	<ul style="list-style-type: none"> <li>• The facts about the full range of contraceptive choices, efficacy and options available.</li> <li>• The facts around pregnancy including miscarriage.</li> <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>
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### The Law

82. It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes 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 it can 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 which ensure young people take responsibility for their actions. Students should 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

83. The aim of teaching students 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. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

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

85. It is important for schools to promote students' self-control and ability to self-regulate, and strategies for doing so. This will enable them to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. This integrated, whole-school approach to the teaching and promotion of health and wellbeing has a potential positive impact on behaviour and attainment.

86. Effective teaching should aim to reduce stigma attached to health issues, in particular those to do with mental wellbeing. Schools should engender an atmosphere that encourages openness. This will mean that students 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.

87. Schools have flexibility to design and plan age-appropriate subject content, but this guidance sets out core areas for health and wellbeing that are appropriate for primary and secondary aged students.

88. Puberty including menstruation should be covered in Health Education and should, as far as possible, be addressed before onset. This should ensure male and female students are prepared for changes they and their peers will experience.

### **Menstruation**

89. The onset of menstruation can be confusing or even alarming for girls if they are not prepared. Students should be taught key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health. In addition to curriculum content, schools should also make adequate and sensitive arrangements to help girls prepare for and manage menstruation including with requests for menstrual products. Schools will need to consider the needs of their cohort of students in designing this content.

### **Physical health and mental wellbeing: Secondary**

97. It is important that the starting point for health and wellbeing education should be a focus on enabling students to make well-informed, positive choices for themselves. In secondary school, teaching should build on primary content and should introduce new content to older students at appropriate points. This should enable students 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 should enable students to understand where normal variations in emotions and physical complaints end and health and wellbeing issues begin.

98. Teaching about the impact of puberty, which will have started in primary school, should continue in secondary school, so that students are able to understand the physical and emotional changes, which take place at this time and their impact on their wider health and wellbeing.

99. Emphasis should continue to be given to steps students can take to protect and support their own health and wellbeing. They should know that there is a relationship between good physical health and good mental wellbeing and that this can also influence their ability to learn. Teachers should cover self-care, the benefits of physical activity and time spent outdoors. This should be linked to information on the benefits of sufficient sleep, good nutrition and strategies for building resilience.

100. Students should know the contribution that hobbies, interests and participation in their own communities can make to overall wellbeing. They should understand that humans are social

beings and that outward-facing activity, especially that with a service focus (for example, work, volunteering and participation in organisations such as the scouts or the girl guiding movements, the National Citizen Service or the Duke of Edinburgh Award) are beneficial for wellbeing. This can also contribute to the development of the attributes for a happy and successful adult life. Students should be supported to recognise what makes them feel lonely. Self-focused or isolating lifestyle choices can lead to unhappiness and being disconnected from society for those who have greater need for companionship and relationships.

101. Students should also be taught about problems and challenges. This should include factual information about the prevalence and characteristics of more serious mental and physical health conditions, drugs, alcohol and information about effective interventions. Schools may also choose to teach about issues such as eating disorders.

102. Teachers should be aware of common ‘adverse childhood experiences’ (such as family breakdown, bereavement and exposure to domestic violence) and when and how these may be affecting any of their students 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, should also be included. Teachers should understand that students who have experienced problems at home may depend more on schools for support.

103. Students should be taught how to judge when they, or someone they know, needs support and where they can seek help if they have concerns. This should include details on which adults in school (e.g. school nurses), and externally can help.

**Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:**

<p><b>Mental wellbeing</b></p>	<p>Students should know:</p> <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><b>Internet safety and harms</b></p>	<p>Students should know:</p> <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 the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.</li> <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><b>Physical health and fitness</b></p>	<p>Students should know:</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> </ul>

	<ul style="list-style-type: none"> <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 cardio-vascular ill-health.</li> <li>• About the science relating to blood, organ and stem cell donation.</li> </ul>
<b>Healthy eating</b>	<p>Students should know:</p> <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>
<b>Drugs, alcohol and tobacco</b>	<p>Students should know:</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>
<b>Health and prevention</b>	<p>Students should know:</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> </ul>

## Appendix D: For Parents- Frequently Asked Questions from the DfE



Department  
for Education

### FAQs: Relationships Education, RSE and Health Education

The Department for Education is introducing compulsory Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils from September 2020. Also, from September 2020 it will be compulsory for all schools to teach Health Education. Through these subjects, we want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society.

Throughout our engagement process as we develop this curriculum, we have heard a number of wide ranging concerns. Below, we have explained some of the common misconceptions around the subjects.

#### **Q: Will my child's school have to consult with me before teaching these subjects?**

Schools will be required to consult with parents when developing and reviewing their policies for Relationships Education and RSE. These policies must be published online, and must be available to any individual free of charge. Schools should also ensure that, when they consult parents, they provide examples of the resources they plan to use.

#### **Q: Will my child will be taught sex education at primary? This is too young.**

**A:** We are not introducing compulsory sex education at primary school.

We are introducing Relationships Education at primary, to put in place the building blocks needed for positive and safe relationships of all kinds. This will start with family and friends, how to treat each other with kindness, and recognising the difference between online and offline friendships.

Some primary schools *choose* to teach sex education (which goes beyond the existing national curriculum for science), and in those instances we recommend you discuss this with the school to understand what they propose to teach and how. If you continue to have concerns, you have an automatic right to withdraw your child from these lessons.

Published: March 2019

## **Q: Does the new Relationships Education and RSE curriculum take account of my faith?**

**A:** The subjects are designed to help children from all backgrounds build positive and safe relationships, and to thrive in modern Britain. In all schools, when teaching these subjects, the religious background of pupils must be taken into account when planning teaching, so that topics are appropriately handled. Schools with a religious character can build on the core content by reflecting their beliefs in their teaching.

In developing these subjects, we have worked with a number of faith organisations and representative bodies. Schools can also consider drawing on their expertise when delivering these subjects.

## **Q: Do I have a right to withdraw my child from Relationships and Sex Education?**

**A:** Parents will have a right to withdraw their child from sex education delivered as part of RSE, which unless there are exceptional circumstances, should be granted up to three terms before their child turns 16. At this point, if the child themselves wishes to receive sex education, the school should make arrangements for this to happen in one of the three terms. There is no right to withdraw from Relationships Education at primary or secondary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

## **Q: Has the government listened to the views of my community in introducing these subjects?**

**A:** A thorough engagement process, involving a public call for evidence and discussions with over 90 organisations, as well as the public consultation on the draft regulations and guidance, has informed the key decisions on these subjects. The consultation received over 11,000 responses from teachers, schools, expert organisations, young people and parents – these responses have helped finalise the statutory guidance as well as the regulations that have been laid and will be subject to parliamentary debates.

## **Q: Will these subjects promote LGBT relationships?**

**A:** Pupils should be taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference, and educate pupils about healthy relationships. RSE should meet the needs of all pupils, whatever their developing sexuality or identity – this should include age-appropriate teaching about different types of relationships in the context of the law.

Pupils should receive teaching on LGBT relationships during their school years. We expect secondary schools to include LGBT content and whilst there is no specific requirement to teach about LGBT in primary schools, they can cover LGBT content if they consider it age



appropriate to do so. This would be delivered, for example, through teaching about different types of family, including those with same sex parents.

**Q: Will teachers receive training before delivering these subjects?**

**A:** The department is committed to supporting schools to deliver these subjects to a high standard. We know that training is a priority for teachers and we will be consulting with teachers, trade unions and other key stakeholders over the coming months on how we structure the training.

In addition, we will be encouraging schools to act as early adopters for this curriculum and to start teaching the subjects from September 2019. To help early adopter schools, we will provide further advice on how they can improve their practices. Lesson learned from the early adopters and best practice from schools will be shared with all schools from September 2020.

## Appendix E: Curriculum Map for RSHE at Oasis Brislington commencing September 2020

Year /Age	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 7 11-12	Unique me, differences & conflict, my influences, peer pressure, online safety, sexting, consequences, online legislation	Bullying, prejudice & discrimination, Equality Act, bystanders, stereotyping, challenging negative behaviour and attitudes	Celebrating success, identifying goals, employment, learning from mistakes, overcoming challenges, planning skills, safe & unsafe choices, substances, gangs, exploitation, emergency first aid	Stress and anxiety, managing mental health, physical activity and mental health, effects of substances, nutrition, sleep, vaccination and immunisation, importance of information on making health choices	Characteristics of healthy relationships, healthy romantic relationships, consent, relationships and change, emotions within friendships, being discerning, assertiveness, sexting	Puberty changes, responsibilities of parenthood, types of committed relationships, happiness and intimate relationships, media and self-esteem, self-image, brain changes in puberty, sources of help and support
Year 8 12-13	Self-identity, family and identity, stereotypes, personal beliefs and judgements, managing expectations, first impressions, respect for the beliefs of others. Active listening	Positive change made by others, how positive behaviour affects feelings of wellbeing, social injustice, inequality, community cohesion and support, multiculturalism, race and religion, prejudice, LGBT+ bullying	Long-term goals, skills, qualifications, careers, money and happiness, ethics and mental wellbeing, budgeting, variation in income, positive and negative impact of money, online legal responsibilities, gambling issues	Long-term physical health, responsibility for own health, dental health, stress triggers, substances and mood, legislation associated with substances, exploitation and substances, medicine, vaccinations, immunisation Blood donation	Positive relationship with self, social media and relationship with self, negative self-talk, managing a range of relationships, personal space, online etiquette, online privacy and personal safety, coercion, unhealthy balance of power in relationships, sources of support	Types of close intimate relationships, physical attraction, legal status of relationships, behaviours in healthy and unhealthy romantic relationships, pornography, sexuality, alcohol and risky behaviour
Year 9 13-14	Perceptions about intimate relationships, consent, sexual exploitation, peer approval, grooming, radicalization, county lines, risky experimentation, positive and negative self identity, abuse and coercion, coercive control	Protected characteristics, Equality Act, phobic and racist language, legal consequences of bullying and hate crime, sexism, ageism, positive and negative language, banter, bullying in the workplace, direct and indirect discrimination, harassment, victimisation. Prejudice, discrimination and stereotyping	Personal strengths, health goals, SMART planning, links between body image and mental health, nonfinancial dreams and goals, mental health and ill health, media manipulation, self-harm, anxiety disorders, eating disorders, depression.	Misperceptions about young peoples' health choices, physical and psychological effects of alcohol, alcohol and the law, alcohol dependency, drug classification, supply and possession legislation, emergency situations, first aid, CPR, substances and safety, sources of advice and support	Power and control in intimate relationships, risk in intimate relationships, importance of sexual consent, assertiveness skills, sex and the law, pornography and stereotypes, contraception choices, family planning, STIs, support and advice services	Mental health stigma, triggers, support strategies, managing emotional changes, resilience and how to improve it, reflection on importance of sleep in relation to mental health, reflection on body and brain changes, stereotypes. FGM and forms of religious or cultural

							practices on the body.
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Year 10 (14-15)	<p>Human rights, societal freedom, understanding safety in UK and beyond, ending relationships safely, stages of grief, loss and bereavement, social media and culture, use of online data, threats to online safety, online identity, assessing and managing risk</p>	<p>Equality including in the workplace, in society, in relationships. Equality and vulnerable groups. Power and control</p>	<p>Impact of physical health in reaching goals, relationships and reaching goals, work/life balance, connections and impact on mental health, benefits of helping others, online profile and impact on future goals</p>	<p>Improving health, sexual health, blood-borne infections, self examination, diet and long-term health, misuse of prescription drugs, common mental health disorders, positive impact of volunteering, common threats to health including chronic disease, epidemics, misuse of antibiotics Organ donation Stem cells</p>	<p>Sustaining long-term relationships, relationship choices, ending relationships safely, consequences of relationships ending e.g. bullying, revenge porn, grief-cycle. Divorce and separation, impact of family breakup on children, understanding love, fake news and rumourmongering, abuse in teenage relationships. Legislation, support and advice</p>	<p>Impact of societal change on young people, role of media on societal change, reflection on change so far and how to manage it successfully, decision making, sexual identity gender, spectrum of sexuality, stereotypes in romantic relationships, sexual identity and risk, family change, sources of support.</p>
Year 11 (15-16)	<p>Equality in relation to disability including hidden, consequences of not adhering to Equality Act, employers' responsibilities, benefits of multicultural societies, impact of unfair treatment on mental health, misuse of power, campaigning for equality</p>		<p>Aspiration on; career, finances, relationships, health. Skills identification, realistic goals, gambling, financial pressure, debt, dream jobs, skill set, education and training options, longterm relationship dreams and goals, parenting skills and challenges, resilience, what to do when things go wrong.</p>	<p>Managing anxiety and stress, exam pressure, concentration strategies, work- life balance, sexual health, hygiene, self examination, STIs, sexual pressure, fertility, contraception, pregnancy facts and myths, identifying a range of health risks and strategies for staying safe</p>	<p>Stages of intimate relationships, positive and negative connotations of sex, protecting sexual and reproductive health, safely ending relationships, spectrum of gender and sexuality, LGBT+ rights and protection under the Equality Act, "coming out" challenges, LGBT+ media stereotypes, power, control and sexual experimentation, forced marriage, honour-based violence, FGM and other abuses, hate crime, sources of support</p>	

## 6.0 RACI matrix

Policy Element			Leader ship			Academy			S e r v i c e s		Team						
			Board	OCL CEO	MST	OCL COO	Regional Director	Academy Principal	PSHE subject leader	SENCO	Role 3	Role 1	Role 2	Role 1	Role 2	Role 3	Role 4
Statutory requirements from the DfE																	
Localised policy completed																	
Consultation with stakeholders																	
Provision for students with SEND																	
Opportunity for parents to withdraw their child																	
Training for staff																	
Monitoring																	
Pastoral support is available for students																	




## Document Control

### Changes History

Version	Date	Owned and Amended by	Recipients	Purpose
1.0	February 2020	Chris Chamberlain	All OCL Principals	Updated policy

### Policy Tier

- Tier 1  
 Tier 2  
 Tier 3  
 Tier 4

### Owner

Chris Chamberlain

### Contact in case of query

[chris.chamberlain@oasisuk.org](mailto:chris.chamberlain@oasisuk.org)

### Approvals

This document requires the following approvals.

Name	Position	Date Approved	Version
John Murphy	CEO, OCL	February 2020	1.0

### Position with the Unions

Does the policy or changes to the policy require consultation with the National Unions under our recognition agreement?

- Yes  
 No

If yes, the policy status is:

- Consulted with Unions and Approved

- Fully consulted (completed) but not agreed with Unions but Approved by OCL
- Currently under Consultation with Unions
- Awaiting Consultation with Unions

Date & Record of Next Union Review

**Location**

Tick all that apply:

- OCL website
- Academy website
- Policy portal
- Other: state

**Customisation**

- OCL policy
- OCL policy with an attachment for each academy to complete regarding local arrangements
- Academy policy
- Policy is included in Principals' annual compliance declaration

**Distribution**

This document has been distributed to:

Name	Position	Date	Version
All Executive, Lead Principals and the OCL National Education and Core Strategy Team/s.	OCL Senior Leaders	February 2020	1.0

