

## **BECKFOOT UPPER HEATON RELATIONSHIP AND SEX EDUCATION (RSE), HEALTH EDUCATION AND PSHCE POLICY**

### **Policy statement:**

#### **Rationale**

Beckfoot Upper Heaton is aware that children and young people are growing up in an increasingly complex world and are living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

This policy is to make clear the role of RSE, Health and PSHCE in providing learning experience to promote the education of the whole child. We believe that RSE, Health and PSHCE should enable children to become healthier, more independent and responsible members of society. We encourage our students to play a positive role in contributing to the life of the school and the wider community. In doing so, we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that the children experience the process of democracy through participation. We teach children about their rights and responsibilities and to learn to appreciate what it means to be a positive member of a diverse multicultural society.

Ultimately, we want to ensure that our students leave our school at 16 as well-rounded citizens able to take their place in society.

#### **What is Relationship and Sex Education (RSE) and Health Education?**

RSE and Health is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships including on and offline, respect, love and care, for family life. It involves acquiring information, developing essential skills and forming positive beliefs, values and attitudes. RSE gives young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. RSE should provide a clear progression from what is taught in primary school where the prime focus is Relationships and Health Education. In addition, Health Education's mission is to improve the health of the entire community by teaching pupils and families ways to establish and maintain life-long healthy and sustainable eating habits and healthy lifestyles.

#### **What is PSHCE Education?**

Personal, Social, Health, Economic and Citizenship (PSHCE) Education focuses on developing the knowledge, skills and attributes to keep children and young people healthy and safe and to prepare them for life and work. PSHCE education is defined by the schools inspectorate

Ofsted as a planned programme to help children and young people develop fully as individuals and as members of families and social and economic communities. Its goal is to equip young people with the knowledge, understanding, attitudes and practical skills to live healthily, safely, productively and responsibly.

## **Principles and Values**

In addition, Beckfoot Upper Heaton believes that RSE, Health and PSHCE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for young people.
- Encourage every student to contribute to our community and aims to support each individual as they grow and learn.
- Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. It includes acceptance of families in all of their forms.
- Encourage students and teachers to share and listen to each other's views and the right to hold/express views.
- We are aware of different approaches to sexual identity, without promotion of any particular family structure. The important values are love, respect, kindness and generosity and care for each other.
- Generate an atmosphere where questions and discussion on matters can take place without any stigma or embarrassment.
- Recognise that the wider community has much to offer and we aim to work in partnership with other health and education professionals.

## **Aims and Objectives**

The Relationship Education, Relationships and Sex Education and Health Education (England) Regulations 2019 made under sections 34 and 35 of the Children and Social Work Act 2017 make Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. The regulations also make Health Education compulsory in Academies. In addition, incorporated into our delivery of PSHCE is CEIAG (Careers Education Information Advice and Guidance), which is statutory from Year 8 but we begin from Year 7 in order to raise aspirations, challenge stereotypes and encourage ALL learners to consider a wide range of careers. This follows the statutory guidance: 'Careers Guidance and access for education and training providers' (October 2018) and the 'Education Act 2011'. We are also including CEIAG in our wider teaching of PSHCE content areas which cover Living in the Wider World and British Values.

The aim of RSE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral

dimensions of sexual health. Our RSE programme aims to prepare all students for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
- have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within sexual and non-sexual relationships.
- avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex including violence in teenage relationships
- understand the true meaning of consent
- communicate effectively by developing appropriate terminology/language for sex and relationship issues.
- develop awareness of their evolving sexuality and understand human sexuality; gender identity, challenge sexism and prejudice, which is inclusive of all young people.
- understand the arguments for delaying sexual activity.
- understand the reasons for having protected sex.
- have sufficient information and skills to protect themselves in a variety of situations including from exploitation, abuse and violence and uninvited/unwanted conceptions and sexually transmitted infections including HIV.
- be aware of sources of help for all young people and acquire the skills and confidence to access confidential health advice, support and treatment if necessary.
- know how the law applies to sexual relationships enthusiastic consent, sexting and e-safety.

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. 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. Our Health Education programme aims to prepare all students for an adult life:

- to develop the knowledge, skills and attributes they need to manage their lives now and in the future.
- to learn to make responsible decisions e.g. about alcohol, drugs, smoking, diet, mental and physical health.
- to learn to recognise and manage risk and take increasing responsibility for themselves and their actions.
- to understand the importance of wellbeing and how to tackle issues that can affect their ability to learn.
- to develop skills such as teamwork, communication and resilience.

- to be encouraged to make positive contributions to their families, schools and communities.
- to reflect on their own individual values and attitudes.
- to identify and articulate feelings and emotions and manage difficult situations positively.

Finally, our aim of teaching pupils about PSHCE, including Living in the Wider World and Careers and Aspirations, is to give them the information that they need to make good decisions about their own future pathways and how to survive in the wider world once they leave school and further into the future. We want our students to understand what it means to live in Modern Britain and how to stay safe both online and in the real world. Our PSHCE programme aims to prepare for an adult life:

- to understand how to manage money and finances effectively both now as a young person and in the future within the context of working life.
- to understand British Values and what it means to live in modern Britain.
- to learn how to stay safe in the virtual world.
- to learn about rights and responsibilities and their role in society.
- to understand about taking risks and what it means to have a statutory right.
- to ensure that students develop the skills and attitudes necessary for success in adult and working life.
- to make students aware of the range of opportunities which are realistically available to them in continued education and training at 14+, 16+ and 18+.
- to equip students with the necessary decision-making skills to manage these transitions
- to promote equality of opportunity, celebrate diversity, challenge stereotypes
- to ensure that there is an opportunity for a range of education and training providers to access all pupils in Year 8 to Year 13 for the purpose of informing them about technical education qualifications or apprenticeships.
- to understand what it means by Enterprise and Higher Education.

### **Policy Development**

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

- Review - Headteacher of Beckfoot Upper Heaton and Assistant Headteacher of Personal Development of Beckfoot Upper Heaton pulled together all relevant information including relevant national and local guidance in order to form the programme of study.
- Staff consultation - all staff were given the opportunity to look at the policy and make recommendations.
- Parents/stakeholder consultation - parents were given the opportunity to look at the policy and provide feedback.
- Student consultation - we investigated what exactly pupils want from RSE, Health and PSHCE.

- Ratification - once amendments were made, the policy was shared with Trustees and ratified.

Documents that inform Beckfoot Upper Heaton's RSE, Health & PSHCE policy include:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education, DfE, June 2019
- Equalities Act, 2010
- Keeping Children Safe in Education, DfE, 2019
- National Curriculum in England: science programmes of study, DfE, 2015
- Children and Social Work Act, 2017
- Behaviour and discipline in schools, DfE, 2016
- Special Education Needs and Disability Code of Practice: 0 to 25 years, DfE, 2017
- Mental Health and Behaviour in Schools, DfE, 2018
- Preventing and Tackling Bullying, DfE, 2017
- Promoting Fundamental British Values as part of SMSC in schools, DfE, 2014

### **Delivery of the Programme (Our Curriculum)**

Beckfoot Upper Heaton acknowledges that high-quality, evidence-based and age-appropriate teaching can help pupils prepare for the opportunities, responsibilities and experiences of adult life as well as promoting the spiritual, moral, social, cultural, mental and physical development of students both at school and in society.

RSE, Health and PSHCE will be set in the context of a wider whole-school approach to support students to be safe, happy and prepared for life beyond school. The curriculum on relationships and sex will complement and be supported by the Beckfoot Upper Heaton wider policies. RSE will sit within the context of the school's broader ethos and approach to developing pupils socially, morally, spiritually and culturally; and its pastoral care system and will be delivered by our in-school trained team, with the addition of external agencies such as HALE and the James Project.

The curriculum on health education will similarly complement, and be supported by, the school's education on healthy lifestyles through physical education, science, extra-curricular activity and school food. Beckfoot Upper Heaton will deliver the content set out in Appendices 1 and 2 in the context of a broad and balanced curriculum. Effective teaching will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.

Teaching will include sufficient well-chosen opportunities and contexts for pupils to practise applying and embedding new knowledge so that it can be used skilfully and confidently in real life situations.

Students have one hour of PSHE per week. This is timetabled as a standalone lesson for all students in year 7 through to year 11. The Subject Lead has developed the PSHE schemes using guidance from sources such as PSHE Association. They have been personalised for the students at Beckfoot Upper Heaton, based upon their experiences, ensuring that topics included help to empower students to lead healthy lives. Each topic is meticulously planned to allow the opportunity for safe discussion and expression. PSHE is delivered largely by a specialist. The PSHE lead centrally plans resources ensuring any non specialist are supported in their delivery of PSHE. External agencies support by delivering specialist workshops for RSE, First Aid, Careers units. Assessment is carried out in order to assess a student's understanding of a personal development topic. This will involve student and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.

The Science National Curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten. RSE will be representative and inclusive of LGBT+ young people.

The Assistant Headteacher of Personal Development will work closely with colleagues in related curriculum areas to ensure RSE, Health Education and PSHE programmes complement each other and do not duplicate content covered in national curriculum subjects such as science, computing and PE.

We may need to adapt the curriculum and its delivery as and when necessary.

Appendix 1: Overall content that will be delivered, and the objectives, which are matched to the statutory requirements and the PSHE programme of study from the PSHE Association.

## **Inclusion**

### *Ethnic and Cultural Groups*

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

### *Students with Special Educational Needs and Disabilities (SEND)*

RSE, Health Education and PSHE will be accessible for all pupils. High quality teaching is differentiated and personalised, this is the starting point to ensure accessibility for all pupils. Beckfoot Upper Heaton will also be mindful of the preparing for adulthood outcomes as set out in the SEND code of practice, when preparing these subjects for pupils with SEND.

Beckfoot Upper Heaton is aware that some pupils may be more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. For some students with SEND careful teaching around relationships may be a particular priority, for example if they have

needs related to their social, emotional or mental health or if they have learning disabilities which may impact on their understanding.

Sometimes there may be a need to tailor content and teaching to meeting the specific needs of children who may be at different development stages.

### *Gender, Identity and Sexual Orientation*

The Assistant Headteacher of Personal Development will ensure that LGBT+ content is fully integrated into the programme of study and threads across the curriculum. We aim to deal sensitively and honestly with regard to gender, sexual orientation and identity, answer appropriate questions and offer support. Young people, whatever their developing identity and sexuality need to feel that RSE, Health Education and PSHCE is relevant to them.

### **Roles and Responsibilities**

*The Headteacher will ensure that:*

- All staff are informed of the policy and the responsibilities included within the policy.
- The subjects are staffed and timetabled in a way to ensure the school fulfils their legal obligations.
- The teaching of RSE, Health and PSHCE is monitored to ensure that it is delivered in ways that are accessible to all students with SEND.
- The subject is taught consistently and for managing requests to withdraw pupils from non-statutory elements of RSE.

*The Assistant Headteacher of Personal Development and PSHCE lead will ensure that:*

- The curriculum is well planned and resourced, including ensuring that the curriculum is age-appropriate and of high-quality.
- The curriculum complements, and does not duplicate, the content covered in National Curriculum subjects by working closely with colleagues in related curriculum areas.
- The subject is evaluated and monitored carefully to ensure that the subject is being delivered consistently and to identify improvements and changes where necessary.
- Colleagues delivering the programme feel confident to deliver the programme in their subject area. In addition, provide reports to the SLT of the effectiveness of the delivery of the subject.
- There is continuity and progression between each year group.
- The school meets the statutory requirements in relation to RSE and Health Education, and Careers Education.

*All staff will ensure that:*

- All students are offered the opportunity to explore ideas, situations, and feelings in an atmosphere of confidence and support.

- At all times teaching will take place in the context of an explicit moral framework.
- All points of view they may express during the course of teaching RSE, Health and PSHCE are unbiased.
- The teaching of RSE, Health and PSHCE is delivered in ways that are accessible to all pupils with SEND.
- The emphasis of teaching RSE, Health and PSHCE will always be on the importance and understanding of personal relationships and the right of the individual to make informed choices
- Issues of stereotyping, sexual equality, harassment, rights and legislation underpin the teaching of the subject.
- Where appropriate they direct pupils to seek advice and support from an appropriate agency or individual.
- Where a student has embarked on a course of action likely to place them at risk, the member of staff will ensure that the student is aware of the implications of their behaviour. The member of staff should refer any potential concerns to the Designated Safeguarding Lead.

*All students are expected:*

- to engage fully in RSE, Health and PSHCE
- to treat others with respect and sensitivity when discussing issues related to RSE, Health and PSHCE.

*Parents/Carers:* Beckfoot Upper Heaton acknowledges the key role that parents/carers play in the development of their children's understanding about relationships. Parents are the first educators of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

*All Parents/Carers will be:*

- Given opportunity to understand the purpose and content of RSE, Health and PSHCE.
- Encouraged to participate in the development of RSE, Health and PSHCE.
- Able to discuss any concerns directly with the school.

### **Right to withdraw students from sex education**

Parents have the right to request that their child be withdrawn from some or all of sex education (not relationships, health, living in the wider world or careers & aspirations) delivered as part of statutory RSE. Before granting any such request, the Headteacher will discuss the request with the parent and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The Headteacher will have the final decision on any withdrawal requests.

Following the discussions, except in exceptional circumstances, the school will respect the parents' request to withdraw their 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 would make arrangements to provide the child with sex education during one of those terms.

There is no right to withdraw from the national curriculum.

### **Working with external agencies**

Beckfoot Upper Heaton is aware that working with external partners will enhance the delivery of RSE, Health and PSHCE, and will support the school to bring in specialist knowledge and implement different ways of engaging with young people. Where we use external agencies, we will check the credentials of the visiting organisation and any visitors linked to the agency. Beckfoot Upper Heaton will also ensure that the teaching delivered by the visitor fits with the planned programme and the published policy. School will work with external agencies to ensure that the content delivered is age-appropriate and accessible for all pupils. Any materials that are used as part of the delivery must be approved by the Assistant Headteacher in advance of the session.

We will ensure that the visitor is aware of aspects of confidentiality and understands how safeguarding reports should be dealt with in line with the Trust's Child Protection Policy.

### **Safeguarding, reports of abuse and confidentiality**

Beckfoot Upper Heaton recognises that at the heart of RSE, Health and PSHCE, the focus is on keeping children safe, and acknowledges the significant role schools have in preventative education. We will allow children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children will be made aware of the processes to enable them to raise their concerns or make a report and how any report will be handled. This will also include processes when they have a concern about a peer or friend.

In line with the document Keeping Children Safe in Education (KCSIE), all staff are aware of what to do if a child tells them that they are being abused or neglected. Staff are also aware of the need to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those that need to be involved, such as the Designated Safeguarding Leads. A member of staff will never promise a child that they will not tell anyone about a report of abuse, as this is not in the best interests of the child.

The involvement of the Designated Safeguarding Lead will ensure that trusted, high quality local resources are engaged, links to the police and other agencies are utilised and the knowledge of the any particular local issues it may be appropriate to address in lessons.

### **Monitoring and Evaluation of the Programme**

It is the responsibility of the Assistant Headteacher of Personal Development to oversee and organise the monitoring and evaluation of Personal Development in the context of the overall school plans for monitoring the quality of teaching and learning. The Personal Development programme will be treated as a subject department in this exercise, under which all departments undertake yearly self-evaluation and regular monitoring and evaluation led by the Senior Leadership Team.

Monitoring activities used to ensure that the Personal Development programme is being implemented as planned include:

- Learning walks
- Lesson observations
- Questionnaires – students, staff, parents and carers, external partners
- Focus groups – students and staff
- Pupil voice
- Careers data, such as Compass+ tracking data and destination data
- Work scrutiny
- Curriculum plans

Evaluation activities are used to measure the impact of Personal Development programme and inform future planning. Evaluation activities include:

- Careers data, including analysis of destination data, career participation dashboard, activity survey, destination data – sustained data (DFE), school-level data
- Learning walks
- Lesson observations
- Questionnaires – students, staff, parents and carers, external partners
- Focus groups – students, staff, parents, governors
- Student evaluations/pupil voice

Ofsted is required to evaluate and report personal development, behaviour, and welfare as well as spiritual, moral, social and cultural development (SMSC) of students. This may include evaluating and commenting on the school's relationship and sex education policy, curriculum, staff development and quality of provision.

Parents are welcome to give feedback on any aspect of the RSE, Health and PSHCE programme.

**Last Review Date:**

**Person Responsible:**

## Appendix 1 - RSE, Health and PSHCE Content

Statements given from the DfE statutory guidance. This has been mapped to a skill from the PSHE Association (R = RSE, H = Health, L = Living in the Wider World)

### A. Statutory Relationships and Sex Education Content (Secondary)

Beckfoot Upper Heaton will continue to develop the knowledge on topics studied for primary schools and in addition cover the following content by the end of the secondary phase:

<b>Families</b>	<p>Pupils 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 and civil partnerships are, including their legal status e.g. that marriage and civil partnerships carry 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 the raising of children.</li> <li>how to: determine whether peers, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationships 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>	<ul style="list-style-type: none"> <li>KS3 R8: Different types of relationships: those within families, friendships, romantic / intimate relationships / factors that can affect these (age, gender, power, and interests)</li> <li>KS3 R9: Nature / importance of marriage, civil partnerships / other stable, long-term relationships for family life / bringing up children</li> <li>KS3 R11: Roles / responsibilities of parents, carers / children in families</li> <li>KS3 R29: Support services available for themselves and others in unhealthy relationship and how to access them</li> <li>KS4 R3: Living together, marriage and civil partnerships are ways people demonstrate commitment each other - freely / without coercion</li> <li>KS4 R4: Parenting skills / qualities and central importance to family life (including the implications of young parenthood; making informed choices about parenting inc breastfeeding)</li> <li>KS4 R7: Awareness of exploitation, bullying, harassment, controlling relationships (including unacceptability of physical, emotional, sexual abuse in teenage relationships, including in group settings such as gangs). Skills and strategies to respond / access support</li> </ul>
<b>Respectful relationships, including friendships</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>the characteristics of positive and healthy friendships (both on and offline) including: trust, respect, honesty, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</li> </ul>	<ul style="list-style-type: none"> <li>KS3 R1: Qualities / behaviours to expect and exhibit in wide variety of positive relationships (teams, class, friendships)</li> <li>KS3 L3: Similarities, differences / diversity amongst race, culture, ability, disability, sex, gender identity, sexual orientation. Impact of stereotyping, prejudice, bigotry, bullying, discrimination on individuals / communities</li> </ul>

	<ul style="list-style-type: none"> <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 tolerance and respect to others and others' beliefs, including people in positions of authority.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <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>	<ul style="list-style-type: none"> <li>• KS3 L7: The rights all have for opportunities in learning and work, recognising / challenging stereotypes; family or cultural expectations that may limit aspirations</li> <li>• KS4 R2: Traits / benefits of positive, strong, supportive, equal relationships</li> <li>• KS4 R5: Recognise if relationship is unhealthy or abusive (including both emotional and physical abuse or violence including 'honour' based violence, forced marriage / rape). Strategies to manage / access support for self and others.</li> <li>• KS4 R7: Developing awareness of exploitation, bullying, harassment, control in relationships (including physical, emotional, sexual abuse in all teenage relationships, including groups - gangs). Skills / strategies to respond / access support</li> <li>• KS4 R20: to understand and respect others' faith and cultural expectations concerning relationships and sexual activity</li> <li>• KS4 L2: Unacceptability of all discrimination, challenging it, prejudice and bigotry in the wider world inc workplace</li> </ul>
<b>Online and Media</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply online and offline.</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 often 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 against the law.</li> </ul>	<ul style="list-style-type: none"> <li>• KS3 R23: Portrayal / impact of sex in media and social media music videos, advertising / sexual images shared between youths, unrealistic relationships and sex in porn)</li> <li>• KS3 R35: Safe / responsible use of ICT (including management of own and others' personal data / images)</li> <li>• KS3 R36: Having clear personal boundaries around private life, shared only with specific people, and if made public - understand right to privacy</li> <li>• KS3 R36: Having clear personal boundaries around private life, shared only with specific people, and if made public - understand right to privacy</li> <li>• KS3 R38: how sharing of explicit images may constitute serious criminal offence</li> <li>• KS3 L17: Protecting own and others' reputations; r 'on-line presence': personal 'brand' how this can be enhanced or damaged</li> <li>• KS4 R14: sex in the media / impact on sexuality (porn, sexual ethics, consent, negotiation, boundaries, respect, gender norms, sexual</li> </ul>

	<ul style="list-style-type: none"> <li>how information and data is generated, collected, shared and used online.</li> </ul>	<p>'norms', trust, communication, pleasure, orgasms, rights, empowerment, sexism, feminism)</p> <ul style="list-style-type: none"> <li>KS4 L8: legal and personal risks of sharing intimate images of others and strategies for managing these</li> </ul>
<b>Being safe</b>	<p>Pupils 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 and domestic abuse 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 (on and offline).</li> </ul>	<ul style="list-style-type: none"> <li>KS3 R19: consent and law (legal age of consent for sexual activity, the legal definition, responsibility in law for the seeker of consent to ensure that consent given)</li> <li>KS3 R20: seeking the consent / be sure that consent has been given; to assertively withhold or withdraw consent</li> <li>KS4 R3: Living together, marriage and civil partnerships are ways people demonstrate commitment each other - freely / without coercion</li> <li>KS4 R5: Recognise if relationship is unhealthy or abusive (including both emotional and physical abuse or violence including 'honour' based violence, forced marriage / rape). Strategies to manage / access support for self and others.</li> <li>KS4 R8: consent in relevant, age-appropriate contexts</li> <li>KS4 R9: impact of domestic abuse (where to go for help and support)</li> <li>KS4 R15: seeking consent / respecting others' right to give, not give or withdraw consent for all types of sexual activity</li> </ul>
<b>Intimate and sexual relationships, including sexual health</b>	<p>Pupils 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.</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> </ul>	<ul style="list-style-type: none"> <li>KS3 R5: strong feelings and emotions in relationships (inc sexual attraction)</li> <li>KS3 R15: Different levels of intimacy / consequences</li> <li>KS3 R16: respect the right not to have intimate relationships until ready</li> <li>KS3 R17: readiness for sex and the benefits of delaying this</li> <li>KS3 R21: Contraception (condom pill, more) / communication / negotiation skills for contraceptive use in healthy relationships</li> <li>KS3 H28: personal and social risks and consequences of substance use / misuse</li> <li>KS3 R30: Peer pressure / strategies to manage it; recognise 'group think' and strategies for managing it</li> <li>KS3 H12: How STIs are spread and that barrier contraceptives offer some protection against this</li> </ul>

	<ul style="list-style-type: none"> <li>that they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>the facts about the full range of contraceptive choices 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>how 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>	<ul style="list-style-type: none"> <li>KS4 R2: traits / benefits of positive, strong, supportive, equal relationships</li> <li>KS4 R18: impact of drugs / alcohol on choices / sexual behaviour</li> <li>KS4 R21: assess readiness for sex</li> <li>KS4 R24: why parents choose to adopt/foster or to place children for adoption/fostering</li> <li>KS4 R25: abortion, current legal position / range of beliefs and opinions</li> <li>KS4 R26: help / support for unintended pregnancy, the possible physical and emotional reaction / responses - and where to go for accurate, impartial advice / support</li> <li>KS4 R27: Fertility levels can vary; can be damaged by STIs and decrease with age</li> <li>KS4 H6: access reliable sources of info, advice, and support for all aspects of physical or mental health (including sexual health services)</li> </ul>
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## B. Statutory Health and Wellbeing Content (Secondary)

Beckfoot Upper Heaton will continue to develop the knowledge on topics studied for primary schools and in addition, cover the following content by the end of the secondary phase:

<b>Mental wellbeing</b>	<p>Pupils 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>	<ul style="list-style-type: none"> <li>KS3 H2: personal qualities, attitudes, skills and achievements are evaluated by others, affecting confidence and self-esteem</li> <li>KS3 H4: self-esteem can change with personal circumstances: family and friendships, achievements, employment</li> <li>KS3 H5: the characteristics of mental and emotional health and strategies for managing it; a range of healthy coping strategies</li> <li>KS3 H6: causes / triggers for unhealthy coping strategies: self-harm and eating disorders; recognising when they or others need help, sources of help / strategies for access</li> <li>KS4 H2: effective use of constructive feedback - difference between helpful feedback and unhelpful criticism</li> </ul>
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<b>Internet safety and harms</b>	<p>Pupils 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>	<ul style="list-style-type: none"> <li>• KS3 R28: Recognise bullying / abuse / prejudice in all its forms (including online abuse, exploitation, and trafficking) and to have the skills / strategies to manage being targeted or witnessing others being targeted</li> <li>• KS3 H18: how media presents young people; recognising impact on body image and health issues from this</li> <li>• KS3 L18: to assess and manage risk in relation to financial decisions that young people might make</li> <li>• KS3 L19: gambling (including on-line) and consequences, why people gamble, and gambling industry influence. Managing pressure or influence to gamble and accessing support</li> <li>• KS3 L20: social and moral dilemmas about money</li> <li>• KS4 R19: managing unwanted attention in a variety of contexts (including harassment and stalking)</li> <li>• KS4 H10: Recognising and managing feelings about/ influences of body image and media's portrayal of idealized / artificial body shapes</li> <li>• KS4 L7: recognising social media can also distort situations or issues; narrow understanding and appear to validate narrow views</li> <li>• KS4 L8: the legal / personal risks associated with sharing intimate images of others and strategies for managing this</li> <li>• KS4 L20 recognising / managing influences on their financial decisions, (risk, planning expenditure, understanding debt / gambling); to access support financial decision-making and concerns</li> </ul>
<b>Physical health and fitness</b>	<p>Pupils 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> <li>• the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between</li> </ul>	<ul style="list-style-type: none"> <li>• KS3 H5: mental and emotional health, strategies for managing it; range of healthy coping strategies studied</li> <li>• KS3 H15: importance of and strategies: maintaining balance between work, leisure and exercise</li> </ul>

	<p>an inactive lifestyle and ill health, including cancer and cardiovascular ill-health</p> <ul style="list-style-type: none"> <li>about the science relating to blood, organ and stem cell donation</li> </ul>	<ul style="list-style-type: none"> <li>KS4 H3: strategies for managing mental health (stress, anxiety and depression); broad range of strategies for own emotional wellbeing</li> </ul>
<b>Healthy eating</b>	<p>Pupils 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>	<ul style="list-style-type: none"> <li>KS3 H16: what constitutes a balanced diet and its benefits (including the risks associated with both obesity and dieting)</li> <li>KS3 H17: what might influence their decisions about eating a balanced diet</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<p>Pupils 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>	<ul style="list-style-type: none"> <li>KS3 H25: facts about legal / illegal substances, alcohol (including current government recommendations), volatile substances, new psychoactive substances, tobacco, e-cigarettes, shisha, e-shisha, cannabis</li> <li>KS3 H26: law : supply, use and misuse of legal / illegal substances</li> <li>KS3 H28: personal / social risks / consequences of substance use and misuse, including benefits of not drinking / not smoking / not harming others with second-hand smoke</li> <li>KS3 H29: Safe use of prescribed and over counter meds</li> <li>KS3 H30: risks / consequences - 'experimental' and 'occasional' substance use. Explore terms 'dependence' and 'addiction'</li> <li>KS3 H31: accessing local health services and sources of support: smoking cessation services or if concerned about own / others' alcohol or substance use</li> <li>KS4 H15: short / long-term consequences of substance use / misuse for the health and mental / emotional wellbeing of individuals, families / communities, health risks of second-hand smoke</li> </ul>
<b>Health and Prevention</b>	<p>Pupils 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> <li>the facts and science relating to immunisation and vaccination</li> <li>the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn</li> </ul>	<ul style="list-style-type: none"> <li>KS3 H9: Ways / importance of taking increased responsibility own physical health and personal hygiene</li> <li>KS3 H10: Purpose / importance of immunisation and vaccination</li> <li>KS3 H13: physical activity / exercise benefits and importance of sleep</li> <li>KS3 H16: a balanced diet and its benefits</li> <li>KS3 H32: cancer and prevention: healthy lifestyles and testicular self-examination (upper ks3), that childhood and adolescent cancers are rarely caused by lifestyle</li> </ul>



		<ul style="list-style-type: none"> <li>• KS4 H7: Taking increased responsibility for maintaining and monitoring own health</li> <li>• KS4 H18: checking for cancer (testicular and breast self-examination) and other illnesses, knowing what to do if they are feeling unwell; strategies to overcome worries - a confident user of the NHS</li> </ul>
<b>Basic First Aid</b>	Pupils should know: <ul style="list-style-type: none"> <li>• basic treatment for common injuries</li> <li>• life-saving skills, including how to administer CPR 2</li> <li>• the purpose of defibrillators and when one might be needed</li> </ul>	<ul style="list-style-type: none"> <li>• KS3 H22: Performing basic first aid / life-saving skills, cardio-pulmonary resuscitation (CPR)</li> <li>• KS4 H13: Finding sources of emergency help / how to perform emergency first aid, cardio-pulmonary resuscitation (CPR)</li> </ul>
<b>Changing adolescent body</b>	Pupils should know: <ul style="list-style-type: none"> <li>• key facts about puberty, the changing adolescent body and menstrual wellbeing</li> <li>• the main changes which take place in males and females, and the implications for emotional and physical health</li> </ul>	<ul style="list-style-type: none"> <li>• KS3 H7: Managing growth / change as normal aspect of growing up (consolidation and reinforcement of Key Stage 2 learning for puberty, human reproduction, pregnancy / physical / emotional change in adolescence)</li> </ul>

### C. Non-statutory Living in the Wider World content (Secondary)

<b>Managing Online</b>	Pupils will know: <ul style="list-style-type: none"> <li>• how to stay safe online and what it means to be digitally literate</li> <li>• what is a digital footprint and how this can affect your future pathways.</li> <li>• what is the difference between virtual and real friends.</li> <li>• how to share information safely online.</li> <li>• about the different forms of cyber-crime, including online abuse, hate content, hacking, phishing, malicious software and trolling.</li> </ul>	<ul style="list-style-type: none"> <li>• KS3 L20. that features of the internet can amplify risks and opportunities, e.g., speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity</li> <li>• KS3 L24. to understand how the way people present themselves online can have positive and negative impacts on them</li> <li>• KS3 L25. to make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them</li> <li>• KS4 L22. that there are positive and safe ways to create and share content online and the opportunities this offers</li> <li>• KS4 L23. strategies for protecting and enhancing their personal and professional reputation online</li> <li>• KS4 L24. that social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints; to recognise why and how this may influence opinions and perceptions of people and events</li> <li>• KS4 L25. how personal data is generated, collected and shared, including by individuals, and the consequences of this</li> </ul>
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<b>Money matters</b>	<p>Pupils will know</p> <ul style="list-style-type: none"> <li>• what the differences are between needs and wants</li> <li>• how to make the most of their money, including spending, ways to pay, budgeting, keeping track of their money, how to find value for money and knowing their rights.</li> <li>• the value of saving and the different methods of saving money</li> <li>• how money management also relates to mental health</li> <li>• about loans and interest and how to make informed choices with regards to money management.</li> <li>• how to avoid debt and what the difference is between manageable and unmanageable debt.</li> <li>• how to understand the importance of finance in the working world, including earnings, payslips, Tax and National Insurance, self-employment, methods of payment, income tax, pensions and low income support.</li> </ul>	<ul style="list-style-type: none"> <li>• KS3 L16. about values and attitudes relating to finance, including debt</li> <li>• KS3 L17. to manage emotions in relation to money</li> <li>• KS3 L19. to recognise financial exploitation in different contexts e.g. drug and money mules, online scams</li> <li>• KS4 L16. how to effectively budget, including the benefits of saving</li> <li>• KS4 L18. to recognise and manage the range of influences on their financial decisions</li> <li>• KS4 L20. the skills to challenge or seek support for financial exploitation in different contexts including online</li> <li>• KS4 L21. to evaluate the financial advantages, disadvantages and risks of different models of contractual terms, including self-employment full-time, part-time and zero-hours contracts</li> </ul>
<b>British Values and Living in Modern Britain</b>	<p>Pupils will know</p> <ul style="list-style-type: none"> <li>• what the British Values are (democracy, rule of law, individual liberty, mutual respect, and tolerance).</li> <li>• why it is important to promote the British Values</li> <li>• which religions are practised in Britain and how these religions are different or similar.</li> <li>• how to understand what extremism is and what does it mean by radicalisation, including understanding religious conflict.</li> <li>• how understand what morals and ethics are</li> <li>• the importance of protecting the environment and about animal rights.</li> <li>• the difference between wealth and poverty</li> </ul>	<ul style="list-style-type: none"> <li>• KS3 L26. that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours</li> <li>• KS4 L28. to assess the causes and personal consequences of extremism and intolerance in all their forms</li> <li>• KS4 L29. to recognise the shared responsibility to challenge extreme viewpoints that incite violence or hate and ways to respond to anything that causes anxiety or concern</li> </ul>
<b>Rights and Responsibilities</b>	<p>Pupils will know</p> <ul style="list-style-type: none"> <li>• how the UK Government system works, and what the key roles are in the Government, including how decisions are made.</li> </ul>	

	<ul style="list-style-type: none"> <li>• how the judicial system is important and how this works in Britain.</li> <li>• the importance of law and order, particularly focussing on knife crime, county lines and ASB.</li> </ul>	
<b>Risk and Reward</b>	<p>Pupils will know</p> <ul style="list-style-type: none"> <li>• how to assess risk and think about their attitudes towards risk.</li> <li>• about investments and where to make good and bad investments.</li> <li>• about the world of gambling and the risk associated with gambling.</li> <li>• why insurance is important and the value of investing in insurance.</li> <li>• what is means by statutory rights and what the role of industry regulators are.</li> </ul>	<ul style="list-style-type: none"> <li>• KS3 L15. to assess and manage risk in relation to financial decisions that young people might make</li> <li>• KS3 L18. to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions</li> <li>• KS4 L17. how to effectively make financial decisions, including recognising the opportunities and challenges involved in taking financial risks</li> <li>• KS4 L19. to access appropriate support for financial decision-making and for concerns relating to money, gambling, and consumer rights</li> </ul>