

includEd Learning

Independent Specialist Education Provider



RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION POLICY

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→ 1. Introduction

- 1.1 IncludEd Learning believes that in order to create a happy and successful adult life, children and young people need to have the self-confidence to make informed decisions about their wellbeing, health and relationships. Relationships Education and Relationships and Sex Education (RSE) is about giving children and young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. Health Education is giving pupils information to make well-informed, positive choices about their own health and wellbeing. IncludEd Learning recognises that physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.
- 1.2 IncludEd Learning has a responsibility under the Equality Act 2010 to ensure the best for all pupils at its academies irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion or sexual orientation. As a result, Relationships Education, RSE and Health Education will be sensitive to the different needs of individual pupils and may need to adapt and change over time to reflect the needs of the particular cohort. IncludEd Learning may also take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of a protected characteristic.
- 1.3 IncludEd Learning is aware of the need to be mindful of and respectful to a wide variety of faith and cultural beliefs across its academies, and will make every attempt to be appropriately sensitive; equally it is essential that children and young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals. IncludEd Learning believes that its pupils deserve the right to honest, clear, impartial scientific and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.
- 1.4 All teaching will be sensitive and age appropriate in approach and content. At the point at which IncludEd Learning considers it appropriate to teach pupils about lesbian, gay, bisexual and transgender (LGBT), IncludEd Learning will ensure that this content is fully integrated into programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. IncludEd Learning will encourage wider pupil awareness of LGBT.
- 1.5 This policy has been developed in consultation with parents, pupils and staff from all academies within IncludEd Learning to ensure that it meets the needs of the whole Trust community. Through observation, staff and pupil voice and evaluation, the PHSE lead will monitor practice in the classroom.
- 1.6 The policy will be reviewed annually, and parents will be consulted in advance about significant changes.

→ 2. Aims and Objectives

- 2.1 The aim of this policy is to clarify the statutory requirements of relationship education, sex and relationship and health education to all teachers, parents, carers and students.
- 2.2 Through the delivery of high quality, evidence-based and age-appropriate Relationships Education, RSE and Health Education, IncludEd Learning aims to:
 - 2.2.1 help prepare pupils for the onset of puberty, give them an understanding of sexual development and the importance of health and hygiene.
 - 2.2.2 create a positive culture around issues of sexuality and relationships and to ensure pupils know how and when to ask for help and where to access support.
 - 2.2.3 ensure the curriculum is taught sensitively and inclusively, with respect to the backgrounds and beliefs of students and parents.
 - 2.2.4 provide a framework in which sensitive discussions can take place.
 - 2.2.5 ensure that students have accurate, objective and appropriate information.
 - 2.2.6 develop an understanding, for all students, of healthy relationships, acceptable behaviour and the right of everyone to equal treatment.
 - 2.2.7 foster pupil wellbeing and develop resilience and character, kindness, integrity, generosity, and honesty
 - 2.2.8 help young people to become successful and happy adults who make a meaningful contribution to society
- 2.3 This policy 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.
- 2.4 Relationships Education, RSE and Health Education are intended to help pupils to:
 - Build healthy, respectful relationships focusing on family and friends.
 - Understand and prepare for the changes that occur to their bodies, minds and emotions because of growth from childhood to adulthood.
 - Ensure that pupils have a true understanding of consent and bodily autonomy.
 - Understand how to be healthy and be aware of potential risk areas (such as drugs and alcohol).
 - Learn about intimate relationships and sex.
 - Learn about mental wellbeing.
 - Understand impact on their immediate and wider community.
 - Develop key personal attributes, such as kindness, integrity, generosity and honesty.

→ 3. Definition of Relationships Education and Relationships and Sex Education (RSE)

- 3.1 Relationships Education at primary phase is about teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults and who can support them. It includes how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy, establishing personal space and boundaries.
- 3.2 RSE at secondary phase is lifelong learning about physical, sexual, moral and emotional development. It is about teaching sex, sexuality and sexual health in a way that gives pupils the confidence to make sound decisions when facing risks and other challenges. It includes teaching about friendship, the importance of caring, stable and mutually supportive relationships with another person, and how to control and understand feelings that come with being in a relationship.
- 3.3 RSE does not encourage early sexual experimentation. It teaches pupils to understand human sexuality and to respect themselves and others, to build self-esteem and understand the reasons for delaying sexual activity so that they can develop safe, fulfilling and healthy sexual relationships, at the appropriate time.
- 3.4 RSE will outline that there are different types of committed, stable relationships, the characteristics and legal status of other types of long-term relationships, the importance of marriage as a relationship choice and why it must be freely entered into, how relationships might contribute to human happiness and the their importance for raising children, as well as highlighting the roles and responsibilities of parents with respect to raising children, characteristics of successful parenting and how to judge when relationships have become unsafe as well as how to seek help or advice and report concerns about others.

→ 4. Safeguarding

- 4.1 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 pupils are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum.
- 4.2 Good practice allows pupils an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Pupils 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.

- 4.3 IncludEd Learning aims to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. All teachers will receive training around confidentiality and should ensure that pupils understand that they cannot offer unconditional confidentiality. If a child protection issue is disclosed to a member of staff, that member of staff should follow IncludEd Learning's Child Protection and Safeguarding procedures.
- 4.4 If a staff member is approached by a pupil under 16 who is having, or is contemplating having sexual intercourse, the teacher should:
- ensure that the pupil is accessing all the contraceptive and sexual health advice available and understands the risks of being sexually active;
 - encourage the pupil to talk to their parents or carers. Pupils may feel that they are more comfortable bringing these issues to a teacher they trust, but it is important that children and their parents have open and trusting relationships when it comes to sexual health and the academy will encourage this as much as possible;
 - decide whether there is a child protection issue. This may be the case if the teacher is concerned that there is coercion or abuse involved. If a member of staff is informed that a pupil under 13 is having, or is contemplating having sexual intercourse, this will be dealt with under child protection procedures.
- 4.5 Pupils with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from the Designated Safeguarding Lead to decide what is in the best interest of the child.

→ 5. Statutory Requirements

- 5.1 At IncludEd we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.
- 5.2 In teaching RSE, 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.
- 5.3 IncludEd Learning must follow the guidance outlined in the document:
[Relationships Education, Relationships and Sex Education \(RSE\) and Health Education GOV.UK](#)
- 5.4 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

5.5 We must also be mindful of the SEND Code of Practice when planning for these subjects.

→ 6. Delivery of Relationships Education, RSE and Health Education and outcomes

- 6.1 Relationships Education, RSE and Health Education will be delivered in a non-judgmental, factual way allowing scope for pupils to ask questions in a safe environment. Teachers will tailor the delivery of Relationships Education, RSE and Health Education to meet the specific needs of the pupils in that class, and to be responsive to their behaviour and development. Classes will explore different attitudes, values and social labels, and develop skills that will enable our pupils to make informed decisions regarding sex and relationships as well as being able to differentiate between fact, opinion and belief and an understanding of the law on various topics. Pupils will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use.
- 6.2 Staff will ensure that all resources used in the delivery of Relationships Education, RSE and Health Education are appropriate for the age and needs of their pupils.
- 6.3 Teaching will reflect the law (including the Equality Act 2010) as it applies to relationships, so that pupils clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.
- 6.4 Teachers will use a variety of teaching methods and resources including discussion, scenario based learning and debate.
- 6.5 Teachers will also use other teaching methods to enable pupils to learn about RSE, which are age appropriate, taking into account the developmental needs of individual pupils. Parents are welcome to discuss with teachers their approach to RSE and the methods of teaching and learning used.
- 6.6 RSE will be delivered as part of Personal, Social, Health and Economic Education (PSHE) and may take place in other areas of the curriculum. Learning will build on the foundation of Relationships Education delivered in the school. A number of local and national organisations will also deliver sessions to students via workshops and other activities.
- 6.7 By the end of their education IncludEd Learning expects pupils to know the information set out in Appendix B.

6.8 Dealing with sensitive issues

Teachers need to be sure that they are aware of issues that may arise out of teaching and learning about RSE. The following are protocols for discussion-based lessons with pupils.

- (a) no one (teacher or pupil) will have to answer a personal question;
- (b) no one will be forced to take part in a discussion;
- (c) only the correct names for body parts will be used;
- (d) meanings of words will be explained in a sensible and factual way; and
- (e) teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent .

6.9 Visitors contributing to RSE

From time to time as part of a planned module of work the school will invite in local experts on issues relating to RSE as well as using health and other professionals associated with the school. All associated health and other professional and visitors will be asked to conform to the following:

- (a) visitors contributing to RSE will do so at the invitation of the College and will be qualified to make an appropriate contribution.
- (b) visitors must agree with the aims of the school in delivering its policy on RSE;
- (c) when in class visitors will be supervised by a teacher, who will be present at all times;
- (d) visitors will follow IncludEd Learning's child protection procedures if a disclosure occurs within the classroom setting;
- (e) visitors will know and understand where their contribution fits into the school's programme for RSE and PSHE.

→ 7. Health Education: Physical Health and Mental Well-Being

7.1 IncludEd Learning wishes to promote pupils' health and well-being by encouraging self-control, their ability to self regulate and strategies for doing so. They will also learn basic first aid. This will enable pupils 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. IncludEd Learning believes that an integrated, whole-school approach to the teaching and promotion of health and wellbeing will have a positive impact on behaviour and attainment.

7.2 By the end of their education IncludEd Learning expects pupils to know the information set out at appendix B.

→ 8. Pupils With Special Educational Needs And/Or Disabilities

- 8.1 IncludEd Learning will endeavour to ensure that Relationships Education, RSE, and Health Education is accessible for all pupils through high quality teaching.
- 8.2 Relationships Education, RSE and Health Education may be particularly important for such pupils, for example those with Social, Emotional and Mental Health needs or learning disabilities.
- 8.3 Staff will make reasonable adjustments to alleviate disadvantages faced by pupils with disabilities and will be mindful of the SEND Code of Practice and the school's SEND Policy when planning for these subjects.
- 8.4 Staff will use a variety of different strategies to ensure that all pupils have access to the same information, which include pre-teaching, small group adult led learning, interactive games, paired work, flashbacks to key learning, specific vocabulary teaching.
- 8.5 For some SEND students 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, academics should ensure that their teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

→ 9. Right to Request Withdrawal From Sex Education

- 9.1 The role of parents/carers in the development of their children's understanding about relationships is vital. Parents and carers 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.
- 9.2 IncludEd Learning hopes that parents will feel comfortable with, and understand the importance of, the education provided to their children as described in this policy. Sex education is classed by the DFE as 'contraception, developing intimate relations and resisting pressure to having sex'.
- 9.3 All schools should work closely with parents and carers when planning and delivering these subjects. Schools should ensure that parents know what will be taught and when, and clearly communicate the fact that parents/carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.
- 9.4 Parents/Carers should be given every opportunity to understand the purpose and content of Relationships Education and RSE. Good communication and opportunities for parents/carers to understand and ask questions about the school's approach help increase confidence in the curriculum.

- 9.5 Parents/Carers 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 RSE.
- 9.6 Before withdrawing or making a request, IncludEd Learning strongly urges parents/carers to carefully consider their decision as sex education is a vital part of the school curriculum and supports child development.
- 9.7 Any parent/carers wishing to withdraw their child from sex education must complete the form in appendix F. where the appropriate member of staff will arrange a meeting to discuss the request with parents/carers 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.
- 9.8 Once those discussions have taken place, except in exceptional circumstances, the school will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms.
- 9.9 Parents/Carers cannot withdraw their child from Relationships Education or Health Education or the elements of human growth and reproduction which fall under the science curriculum.
- 9.10 This process is the same for pupils with SEND. However there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision.
- 9.11 If a pupil is excused from sex education the receptive school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

→ 10. Equal Opportunities

- 10.1 Relationships Education, RSE, and Health Education will be delivered equally to both genders, normally in mixed classes. Though this is IncludEd Learning's preferred model, teaching and groups can be adapted following discussion with parents.
- 10.2 IncludEd Learning has a commitment to ensure that Relationships Education, RSE and Health Education is relevant to all pupils and is taught in a way that is age and stage appropriate. Pupils are encouraged to openly and freely discuss diversity of personal, social and sexual preferences. Prejudiced views will be challenged, and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously in accordance with IncludEd Learning's behaviour policy.

→ 11. Roles and Responsibilities

All members of IncludEd Learning community are expected to follow this policy. Roles, responsibilities and expectations of each section of IncludEd Learning and academy community are set out in detail below.

Board of Trustees

The Advisory Board will monitor and evaluate the impact of the policy by reviewing pupils' progress in achieving the expected educational outcomes. They will hold the Head of IncludEd Learning and Senior Management to account for the implementation of the policy.

IncludEd Learning Lead

The Head of IncludEd Learning will ensure that Relationships Education, RSE and Health Education is taught consistently across the academies within IncludEd Learning and will report back to the Advisory Board on educational outcomes. They will ensure that senior staff receive regular professional development training in how to deliver Relationships Education, RSE and Health Education.

Advisory Panel

The Advisory Panel will review and monitor the application and implementation of this policy by receiving regular reports from the Head on educational outcomes. The advisory Panel will scrutinise relevant data, review any issues that might arise and act as a point of challenge for decisions taken by the Head.

Head of School

The Head of School, with support from their respective Senior Leadership Team, will ensure that staff are supported and up to date with policy changes. They will ensure that Relationships Education, RSE and Health Education is well led, effectively managed and well planned across various subjects (to avoid unnecessary duplication of topics) and that the quality of provision is subject to regular and effective self-evaluation. The Head of school will ensure that teaching is age appropriate, delivered in ways that are accessible to all pupils with SEND and that the subjects are resourced, staffed and timetabled appropriately. The named RSE lead will ensure that teaching delivered by any external organisation is age-appropriate and accessible for pupils and will liaise with parents regarding any concerns or opinions regarding Relationships Education, RSE and Health Education provision and will manage parental requests for withdrawal of pupils from non-statutory, non-science components of Relationships Education, RSE and Health Education.

Staff

Teachers of Relationships Education, RSE and Health Education will deliver lessons in a sensitive way, modelling positive attitudes to RSE. Teachers will ensure that they are up to date with school policy and curriculum requirements regarding sex education and will attend and engage in professional development training. Teachers will encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously, monitoring progress and responding to the needs of individual students. Pupils will be informed of safeguarding procedures in advance.

If a pupil comes to a member of staff with an issue that that member of staff feels they are not able to deal with alone, they will take this concern to the designated safeguarding lead (DSL).

Parents

IncludEd Learning aims to build a positive and supporting relationship with parents/carers through mutual understanding, cooperation and trust. Parents/carers are expected to share the responsibility of sex education and support their children's personal, social and emotional development. IncludEd Learning hopes parents/carers will create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school. Parents/carers are also encouraged to seek additional support in this from the school their child attends where they feel it is needed.

Pupils

Pupils are expected to take Relationships Education, RSE and Health Education seriously. Pupils are expected to listen, be considerate of other pupils' feelings and beliefs, comply with class-set confidentiality rules and support one another with issues that arise during class. Pupils who fail to follow these standards of behaviour will be dealt with under IncludEd Learning's behaviour policy.

→ 12. Monitoring and Evaluation

How subject is monitored and evaluated

The delivery of RSE is monitored by the Curriculum Leader through monitoring activities including:

- Learning walks and lesson observations
- Conducting student voice activities
- Book and Work Scrutiny

These activities will be conducted with other staff, including members of the Senior Leadership Team. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

→ 13. Complaints

If parents/carers have any concerns or complaints over the application or implementation of this policy they should raise their concerns with a staff member or the Head of School in accordance with IncludEd Learning's complaints policy.

→ Appendix 1: PSHE CURRICULUM MAP

PSHE CURRICULUM MAP						
TERM	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	 Staying Safe	 Puberty & Adolescence	 Friendships/Relationships	 Managing Change	 Celebrating Differences	 Politics & Parliament
Y2	 Dangerous Society	 Wellbeing	 Relationships & Respect	 Career Opportunities	 LGBT+	 Law, Crime & Society
Y3	 Legal/Illegal Drugs	 Body Confidence	 Sex, Law & Consent	 Lifeskills	 Contraception & Safety	 Extremism & Radicalisation
Y4	 Violence, Crime & Safety	 Mental Health & Wellbeing	 Sex & Media	 Rights & Responsibilities	 World Issues	 British & Human Rights
Y5	 Personal Safety	 Adulthood	 Sexual Health	 Your Future & Beyond	 Next Steps	

Appendix 2: What Pupils Should Know

By the end of secondary school pupils should know

Topic	Pupils Should Know
Families	• That there are different types of committed, stable relationships. • How these relationships might contribute to human happiness and their importance for bringing up children. • What marriage is, including their legal status – for example, that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. • Why marriage is an important relationship choice for many couples and why it must be freely entered into. • The characteristics and legal status of other types of long-term relationships. • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. • How to determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships), how to seek help or advice, including reporting concerns about others, if needed.
Respectful relationships, including friendships	• The characteristics of positive and healthy friendships, in all contexts including online, such as: - trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict; - reconciliation and ending relationships, this includes different (nonsexual) types of relationship; • Practical steps they can take in a range of different contexts to improve or support respectful relationships. • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, how they might normalise non-consensual behaviour or encourage prejudice). • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control. • What constitutes sexual harassment and sexual violence and why these are always unacceptable. • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.
Online and media	• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.

	● About online risks, including that any material someone provides to another has the potential to be shared online, “sexting”, and the difficulty of removing potentially compromising material placed online. ● Not to provide material to others that they would not want shared further and not to share personal material which is sent to them. ● What to do and where to get support to report material or manage issues online. ● The impact of viewing harmful content. ● That specifically sexually explicit material, for example pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. ● That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. ● How information and data is generated, collected, shared and used online.
Being safe	● The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. ● How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn, in all contexts, including online.
Intimate and sexual relationships, including sexual health	● How to recognise the characteristics and positive aspects of healthy one-to-one. ● Intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example physical, emotional, mental, sexual and reproductive health and wellbeing. ● The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause. ● That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. ● That they have a choice to delay sex or to enjoy intimacy without sex. ● The facts about the full range of contraceptive choices, efficacy and options available. ● The facts around pregnancy including miscarriage. ● That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). ● How the different sexually transmitted infections (STIs), including HIV and AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing ● About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. ● How the use of alcohol and drugs can lead to risky sexual behaviour. ● How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

Physical Health and Mental Wellbeing Outcomes

Mental wellbeing	• How to talk about their emotions accurately and sensitively, using appropriate vocabulary. • That happiness is linked to being connected to others. • How to recognise the early signs of mental wellbeing concerns. • Common types of mental ill health (e.g. anxiety and depression). • How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. • The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.
Internet safety and harms	• 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, overreliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online. • How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.
Physical health and fitness	• The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. • The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health. • About the science relating to blood, organ and stem cell donation.
Healthy eating	• How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
Drugs, alcohol and tobacco	• The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. • The law relating to the supply and possession of illegal substances. • The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. • The physical and psychological consequences of addiction, including alcohol dependency. • Awareness of the dangers of drugs which are prescribed but still present serious health risks. • The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.

Health and prevention	● About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. ● About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. ● (Late secondary) the benefits of regular self-examination and screening. ● The facts and science relating to immunisation and vaccination. ● The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.
Basic First Aid	● Basic treatment for common injuries. ● Life-saving skills, including how to administer CPR. ● The purpose of defibrillators and when one might be needed.
Changing adolescent body	● Key facts about puberty, the changing adolescent body and menstrual wellbeing. ● The main changes which take place in males and females, and the implications for emotional and physical health,

→ Appendix 3: Science Curriculum - Links To Sex Education

The National Curriculum for Science covers:

Key Stage 3 (Year 7-9)

- Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta.
- Reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms.

Key stage 4 (Year 10-11)

- Hormones in human reproduction, hormonal and non-hormonal methods of contraception.
- Communicable diseases including sexually transmitted infections in humans (including HIV/AIDs).
- Genes and sex determination in humans.

Sex Education in Secondary

The content of the RSE lessons are based on the National Curriculum Science and the non-statutory guidance for PSHE/RSE contained in the National Curriculum Handbook for Teachers.

Parents/Carers are the most important educators of our pupils in personal issues and may welcome the support that school can offer to supplement their home teaching. We are committed to working in partnership with parents/carers and if you would like to find out more, discuss and browse materials used or have any concerns then please do not hesitate to contact the school.

At IncludEd Learning we believe that the presentation of sexual images in social and other media makes it important that all pupils have a place to discuss pressures, check facts and dispel myths. Even if a pupil is withdrawn, many pupils will discuss such issues with each other outside the classroom, so rather than hear about content second hand, we hope all pupils will have the opportunity to take part in our carefully planned lessons.

At secondary level, sex and relationship education should prepare young people for an adult life. Please review the curriculum overview on our website: [PHSE CURRICULUM MAP](#) to see where these lessons fit, however, the lessons that parents/carers are able to withdraw their children from are outlined below:

- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others;
- that they have a choice to delay sex or to enjoy intimacy without sex;
- the facts around pregnancy including miscarriage;
- that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help);
- how the use of alcohol and drugs can lead to risky sexual behaviour;
- how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

IncludEd Learning would encourage Parents to contact Curriculum Leads for PSHE with concerns before removing young people from these lessons.

→ Appendix 4: Letter to Parents Regarding RSE and Health Education



8 Alexandra Road South, Manchester, M16 8ER
Tel: 07380292211 noreen@includlearning.co.uk
www.includlearning.co.uk

RE: RSE (Relationships and Sex Education and Health Education at IncludEd Learning

Dear parent/ carer/ guardian,

Government guidelines outline that, from the age of 11, it is compulsory for all schools to provide an RSE and health education curriculum.

At IncludEd Learning, we believe that it is important to provide our students with a thorough and balanced curriculum, including age-appropriate information about sex and relationships.

The details of what will be taught to the various year groups is detailed in the RSE Policy, which can be accessed on our website or in hard copy via our school office.

[RSE Policy](#)

Though schools must provide RSE and health education for students from the age of 11, up until the age of 19, only aspects of the science national curriculum are compulsory for students to learn. Therefore, as parent/ carer/ guardian, you are entitled to request that the child in your care be removed from sex education lessons up to and until three terms before they turn 16-years-old. After that point, if the student wishes to receive sex education, the school will make arrangements to provide them with sex education during one of those terms.

Requests for withdrawal should be submitted in writing to myself, the Head of Centre, who will discuss this with you and your child's teacher and determine an appropriate substitute for these lessons. In most instances, children will be provided with self-directed reading or exercises which they can complete under the supervision of a educational support worker.

If you have any concerns or queries about your child's participation in these lessons, please do not hesitate to contact either myself or your child's class teacher to discuss these. Our contact number is: 07380292211.

[Understanding Relationships, Sex and Health Education at your child's secondary school: a guide for parents - GOV.UK](#)

Yours sincerely,

Head Of Centre
Ms Noreen Khan

→ Appendix 5 - Withdrawal from Sex Education Lessons

Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Centre	
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	
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken. Eg: My child (insert Name) will be taking part in all relationships lessons and during the sex education lessons, they will be working independently on a project in the learning centre.