

| CONTENTS                                                                      | Page |
|-------------------------------------------------------------------------------|------|
| 1.0 INTRODUCTION AND CONTEXT.....                                             | 1    |
| 2.0 OPTIONS PENNY TREE CORE VALUES.....                                       | 2    |
| 3.0 STATUTORY REQUIREMENTS.....                                               | 3    |
| 4.0 POLICY DEVELOPMENT.....                                                   | 3    |
| 5.0 DEFINITION.....                                                           | 4    |
| 6.0 CURRICULUM DELIVERY.....                                                  | 5    |
| 7.0 ROLES AND RESPONSIBILITIES.....                                           | 5    |
| 8.0 PARENTS RIGHT TO WITHDRAW.....                                            | 5    |
| 9.0 POLICY MONITORING AND REVIEW.....                                         | 6    |
| 10.0 APPENDIX 1 – WHAT IS TAUGHT IN PRIMARY AND SECONDARY PHASES.....         | 7    |
| 11.0 APPENDIX 2 – HOW THE CONTENT IS TAUGHT AT OPTIONS PENNY TREE SCHOOL..... | 13   |

**Implementation:**

Options Penny Tree Relationship and Sex Education Policy should be read in conjunction with

- Curriculum Policy
- Vision and Aims of the school;
- Safeguarding Policy

**Compliance:** This policy complies with all relevant regulations and other legislation as detailed in the *Compliance with Regulations & Legislation Statement*.

**1.0 INTRODUCTION AND CONTEXT**

This Policy is written in accordance with Part 1 – paragraphs 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii) and Part 2, of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations (2015).

Penny Tree School is a specialist, independent day school offering places to pupils aged 4 to 19. Places are offered to pupils who have autism and complex needs. A high number of our pupils may also have experienced early childhood trauma and may present with attachment difficulties.

The school operates from a single site based in King's Norton, Birmingham and has an occupancy of 100 pupils. Pupils attending Penny Tree school may study one of three curriculum pathways, Bloom, Thrive or Reach. These pathways provide National Curriculum coverage alongside holistic education designed to cultivate the skills necessary to navigate challenges, build healthy relationships, make informed decisions and succeed in life.

Post -16 pupils can access a wide range of purposeful qualifications that will help them with work experience, life skills, money management, self-care and cooking skills; providing cultural capital and preparing pupils for life after their education and journey at Penny Tree School.

Pupils may complete all of their learning on one site or attend additional enrichment learning opportunities that complement the curriculum they are studying.

All of our children have experienced disruption to formal education. For some pupils, this has resulted in long periods of absence which has impacted on their self-esteem and self-confidence. In some cases pupils have not attended formal education for up to four years.

The main special educational needs of our pupils is communication and interaction. Pupils can take meanings and context as literal and this can impact on how they receive and perceive communication. Relationships, therefore, are challenging for our pupils, often because they struggle with the concept of forging and maintaining friendships due to complex needs and ASC related conditions. This can lead to confusion with relationships understanding whether relationships are positive and healthy and blurring the lines between friendship and other relationships. These patterns can also be present in pupils' online activity. Pupils also may have difficulty in understanding that there are different types of relationships. The curriculum and wider work, therefore is essential to ensure pupils have a full understanding and can make informed, appropriate choices and decisions.

## **2.0 OPTIONS PENNY TREE CORE VALUES**

Our policy and school ethos and values is underpinned by fundamental British values:

- o Everyone should be listened to (DEMOCRACY)
- o Keep everyone safe by following the rules and making the right choices (RULE OF LAW)
- o Be Proud of who you are (INDIVIDUAL LIBERTY)
- o Value each other and your surroundings (MUTUAL RESPECT)
- o Be Patient, kind and understanding to everyone (TOLERANCE)

We focus on development of self-esteem, self-confidence and self-knowledge to prepare pupils with the skills and values they need to participate fully in life in modern Britain when they transition from school.

“The Relationships 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 Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.”  
DfE Guidance p.8

## **3.0 STATUTORY REQUIREMENTS**

In Key Stage 1 and 2 we teach Relationships education, and in Key Stage 3 and 4, we teach Relationships and Sex education (RSE), with both Key Stages being taught Health Education, thus following the statutory guidance as set out by the Department of Education and the Independent School Standards.

While RSE is not mandatory for Post-16 learners, we recognise the vulnerability of our pupils and the importance of the content. For this reason, we continue to support this aspect of learning in key stage 5. Pupils receive one to one targeted support where needed as well as weekly sessions to consolidate previous learning with a focus on their transition into adulthood.

In addition at Options Penny Tree:

- Teaching reflects the law and teaches about applicable laws so that pupils are clear on rights and responsibilities
- Teaching is sensitive, inclusive, and age-appropriate teaching
- Teaching is inclusive to meet the needs of all pupils so that they are able to understand the importance of quality and respect
- Work closely with parents and are respectful of pupils' and parents' backgrounds and beliefs
- Communicate the right to request withdrawal from some or all of the sex education

- Will take into account the age and religious background of all pupils
- Make sure that RSHE is accessible to all pupils, including those with SEND
- Teach about LGBT+ content at integrated and timely point
- Staff team and wider community model positive relationships

Options Penny Tree School complies with the Equality Act 2010:

- We will not treat pupils with protected characteristics (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation less favourably.
- We will make reasonable adjustments and take positive action to alleviate disadvantage, being mindful of the SEND Code of Practice.
- We will regularly review our Accessibility Plan to ensure we are taking positive action towards inclusivity.

#### **4.0 POLICY DEVELOPMENT**

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

- o Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
- o Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- o Parent/stakeholder consultation – we wrote to parents to outline our plans for what is going to be taught and how. Parents and stakeholder views are considered. This policy will be shared with parents. Parents will be invited to share their views.
- o Pupil consultation – we investigated what exactly pupils want from their RSE
- o Ratification – once amendments were made, the policy was shared with governors and ratified

#### **5.0 DEFINITION**

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RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

#### **6.0 CURRICULUM DELIVERY**

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RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

#### **Primary Curriculum**

Relationships education in for Key Stage 1 and 2 focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils'.

At Options Penny Tree School, we believe children should participate in a programme of sex education before they transition into secondary school.

We define sex education as understanding human reproduction. We believe that all children at our school should have access to a sex education programme to enable them to:

- Be safe
- Be provided with the correct scientific terminology and information and taught how to use it in the right context
- Make responsible, informed and healthy choices about their lives now and in the future
- Be respectful of themselves and others to enable them to move confidently through childhood, adolescence into adulthood
- Have the understanding to develop and maintain positive and healthy relationships

## **Secondary Curriculum**

Relationships and Sex Education for Key Stage 3, 4 and 5 focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. Pupil progress is tracked and monitored using our online assessment system SOLAR.

## **Special Educational Needs and/or disabilities**

All pupils at Options Penny Tree School have additional learning needs and all have an Education Health Care (EHC) Plan. In order to make sure pupils are able to access the learning in the classroom resources will be differentiated as appropriate to address the learning needs of children in order for them to have full access to the contents of the PSHE and RSE curriculum.

In most cases, class teachers will be able to determine if any additional support is

required for an individual child to access the curriculum. In some cases, the SENCo and parents/carers may wish to work in partnership with the class teacher to tailor the curriculum for individual pupils.

## **Equality**

The DfE Guidance 2019 (p. 15) states, “Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics...”

LGBT content is integrated fully into our curriculum. It is not specifically taught as stand-alone lessons within units. All pupils will be taught LGBT+ content in an age appropriate manner at a timely point in the curriculum.

At Options Trent Acres School we promote respect for all and value every individual child. However, we also respect the rights of our children, families and our staff to hold beliefs, religious or otherwise.

Should any content within our curriculum cause parents or carers any concern then we would invite them in to discuss these concerns with the school.

For information on what it taught, how it is taught and when it is taught, please refer to Appendix 1.

## **7.0 ROLES AND RESPONSIBILITIES**

### **The Headteacher**

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from the non-statutory components of RSE.

### **Staff**

Staff are responsible for:

- o Delivering RSE in a sensitive way
- o Modelling positive attitudes to RSE
- o Monitoring progress
- o Responding to the needs of individual pupils
- o Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

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

### **Pupils**

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

## **8.0 PARENTS RIGHT TO WITHDRAW**

“Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education” DfE

## Guidance p.17

All staff at Options Penny Tree School strongly believe that all children should have access to our sex education programme as outlined above.

If a parent/carer wishes to withdraw their child from Sex Education lessons then they must inform the school in writing a week prior to the lesson taking place in order that alternative arrangements can be made for the child's education.

**Key Stage 1 and 2**

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE. Requests for withdrawal should be put in writing and addressed to the Headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

There are separate rules on withdrawing a child from Sex Education. Sex education is separate from the Relationships and Health curriculum and parents can withdraw children from some or all of the lessons on Sex Education. The head teacher must grant a parent's request to withdraw a child beforehand, and it's useful to have good conversations with parents so that they understand fully what their child will be taught.

Before making a request, parents should:

Ask the school about what will be taught in Sex Education, and when.

Remember that the science curriculum in all schools includes content on human development, which includes human reproduction.

Remember there is no right for a parent to withdraw their child from the science curriculum.

**Key Stage 3, 4 and 5**

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing and addressed to the Headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

**9.0 POLICY MONITORING AND REVIEW**

The senior leadership team monitor this policy on an annual basis.

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## **APPENDIX 1 – WHAT IS TAUGHT IN PRIMARY AND SECONDARY PHASES**

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### **Relationships Education**

By the end of Primary School, pupils should know:

#### **Families and people who care for me**

**RE 1** • that families are important for children growing up because they can give love, security and stability.

**2** • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.

**3** • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.

**4** • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.

**5** • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

**6** • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

#### **Caring friendships**

**RE 7** • how important friendships are in making us feel happy and secure, and how people choose and make friends.

**8** • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

**9** • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

**10** • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.

**11** • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

#### **Respectful relationships**

**RE 12** • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.

- 13** • practical steps they can take in a range of different contexts to improve or support respectful relationships.
- 14** • the conventions of courtesy and manners.
- 15** • the importance of self-respect and how this links to their own happiness.
- 16** • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- 17** • what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- 18** • the importance of permission-seeking and giving in relationships with friends, peers and adults.

### **Online relationships**

- RE 19** • that people sometimes behave differently online, including by pretending to be someone they are not.
- 20** • that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.
- 21** • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- 22** • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- 23** • how information and data is shared and used online.

### **Being safe**

- RE 24** • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- 25** • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- 26** • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- 27** • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- 28** • how to recognise and report feelings of being unsafe or feeling bad about any adult.
- 29** • how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- 30** • how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- 31** • where to get advice e.g. family, school and/or other sources.

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

By the end of Primary School, pupils should know:

#### **Mental wellbeing**

- PM 1** • that mental wellbeing is a normal part of daily life, in the same way as physical health.
- 2** • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- 3** • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- 4** • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- 5** • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- 6** • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- 7** • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- 8** • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.

**9** • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

**10** • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

### **Internet safety and harms**

**PM 11** • that for most people the internet is an integral part of life and has many benefits.

**12** • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.

**13** • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.

**14** • why social media, some computer games and online gaming, for example, are age restricted.

**15** • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.

**16** • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.

**17** • where and how to report concerns and get support with issues online.

### **Physical health and fitness**

**PM 18** • the characteristics and mental and physical benefits of an active lifestyle.

**19** • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.

**20** • the risks associated with an inactive lifestyle (including obesity).

**21** • how and when to seek support including which adults to speak to in school if they are worried about their health.

### **Healthy eating**

**PM 22** • what constitutes a healthy diet (including understanding calories and other nutritional content).

**23** • the principles of planning and preparing a range of healthy meals.

**24** • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

### **Drugs, alcohol and tobacco**

**PM 25** • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

### **Health and prevention**

**PM 26** • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.

**27** • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.

**28** • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.

**29** • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.

**30** • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

**31** • the facts and science relating to allergies, immunisation and vaccination.

### **Basic first aid**

**PM 32** • how to make a clear and efficient call to emergency services if necessary.

**33** • concepts of basic first-aid, for example dealing with common injuries, including head injuries.

### Changing adolescent body

**PM 34** • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

**35** • about menstrual wellbeing including the key facts about the menstrual cycle.

## Relationships Education

By the end of Secondary School, pupils should know:

### Families

**RE 1** • that there are different types of committed, stable relationships.

**2** • how these relationships might contribute to human happiness and their importance for bringing up children.

**3** • what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.

**4** • why marriage is an important relationship choice for many couples and why it must be freely entered into.

**5** • the characteristics and legal status of other types of long-term relationships.

**6** • the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.

**7** • how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.

### Respectful relationships, including friendships

**RE 8** • the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.

**9** • practical steps they can take in a range of different contexts to improve or support respectful relationships.

**10** • 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).

**11** • 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.

**12** • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.

**13** • that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.

**14** • what constitutes sexual harassment and sexual violence and why these are always unacceptable.

**15** • 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**

**RE 16** • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.

**17** • 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.

**18** • not to provide material to others that they would not want shared further and not to share personal material which is sent to them.

**19** • what to do and where to get support to report material or manage issues online.

**20** • the impact of viewing harmful content.

**21** • that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.

**22** • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.

**23** • how information and data is generated, collected, shared and used online.

### **Being safe**

**RE 24** • 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.

**25** • 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**

**RE 26** • 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.

**27** • 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.

**28** • the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.

**29** • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.

**30** • that they have a choice to delay sex or to enjoy intimacy without sex.

**31** • the facts about the full range of contraceptive choices, efficacy and options available.

**32** • the facts around pregnancy including miscarriage.

**33** • 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).

**34** • 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.

**35** • about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.

**36** • how the use of alcohol and drugs can lead to risky sexual behaviour.

**37** • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

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

By the end of Secondary School, pupils should know:

#### **Mental wellbeing**

**PM 1**• how to talk about their emotions accurately and sensitively, using appropriate vocabulary.

**2** • that happiness is linked to being connected to others.

- 3 • how to recognise the early signs of mental wellbeing concerns.
- 4 • common types of mental ill health (e.g. anxiety and depression).
- 5 • 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.
- 6 • 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**

**PM 7** • 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.

**8** • 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**

**PM 9** • the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.

**10** • the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.

**11** • about the science relating to blood, organ and stem cell donation.

### **Healthy eating**

**PM 12** • how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

### **Drugs, alcohol and tobacco**

**PM 13** • 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.

**14** • the law relating to the supply and possession of illegal substances.

**15** • the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.

**16** • the physical and psychological consequences of addiction, including alcohol dependency.

**17** • awareness of the dangers of drugs which are prescribed but still present serious health risks.

**18** • 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**

**PM 19** • about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.

**20** • about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.

**21** • (late secondary) the benefits of regular self-examination and screening.

**22** • the facts and science relating to immunisation and vaccination.

**23** • 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**

**PM 24** • basic treatment for common injuries.

**25** • life-saving skills, including how to administer CPR.

**26** • the purpose of defibrillators and when one might be needed.

### **Changing adolescent body**

**PM 27** • key facts about puberty, the changing adolescent body and menstrual wellbeing.

**28** • the main changes which take place in males and females, and the implications for emotional and physical health.

## **APPENDIX 2 – HOW THE CONTENT IS TAUGHT AT OPTIONS PENNY TREE SCHOOL**

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At Options Penny Tree School RSE curriculum is:

- Appropriate for children's ages and development stage
- Sensitive to the needs and religious backgrounds of the children in the school
- Delivered discretely as part of our comprehensive PSHE curriculum
- Taught in small group settings or one to one if appropriate
- Through additional targeted workshops if a need is identified
- Responsive to the needs and context of the school, if trends, patterns and misconceptions are identified, the content is adapted and sessions may be brought forward if a need rises within a group or from an individual