THE HOWARD PARTNERSHIP TRUST

RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION POLICY

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This policy is in keeping with THPT's aims, SEND policy and the individual schools' Single Equality Scheme and Teaching and Learning Policies. Trustees and staff of THPT will ensure that all students have access to relationships and sex education (RSE) as well as health education, that enables them to make responsible and well-informed decisions. Relationships Education, RSE and Health Education will be specifically tailored to the different educational phases. This guidance responds to the diversity of children and young people's cultures, faiths, family background and protected characteristics.

Related policies/statutory guidance:

This policy complies with the statutory guidance, 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (2021) and has been written with reference to the following related guidance and documents:

- Equality Act (Government Equalities Office, 2010)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance (Department for Education, 2021-updated)
- Keeping Children Safe in Education (Department for Education, 2024)
- Review of sexual abuse in school and colleges (Ofsted, 2021)
- SEND code of practice: 0-25 years (Department for Education, 2020- updated)
- THPT Equality Policy (2020)
- THPT SEND Policy (2020)
- THPT Safeguarding and CP Policy (2020)

Purpose

The overall purpose of Relationships Education, Relationship and Sex Education (RSE) and Health Education within The Howard Partnership Trust (THPT) schools is to enable pupils to embrace the challenges of creating a happy and successful adult life. This supports the vision of "bringing out the

best" in the pupils. For this, they require knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. RSE supports pupils to develop resilience, to know when to ask for help, to know where to access support and how to identify and report sexual harassment and abuse. It aims to support the development of self-respect and empathy for others and promotes the development of the skills and understanding necessary to manage conflict peaceably and learn how to recognise and avoid exploitation and abuse.

For the purposes of this policy, THPT defines RSE as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in Science and others are taught as part of Personal, Social Health and Economic education (PSHE). Online safety and AI awareness is also taught via the Computing curriculum. A comprehensive programme of Relationships Education (primary pupils), RSE (secondary pupils) and Health Education provides accurate information on the body, reproduction, sex and sexual health. It gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both online and offline.

The focus of Relationships Education in primary schools is on teaching the fundamental building blocks and characteristics of positive and safe relationships, with particular reference to friendships, family relationships and relationships with other children and adults.

The aim of RSE in secondary schools is to give young people the information they need to help them develop safe, healthy, nurturing relationships of all kinds, not just intimate relationships. It enables them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage, civil partnership or other type of committed relationship. The curriculum aims to educate and empower our pupils to keep safe when developing relationships both in the real and virtual worlds. It helps pupils to understand the positive effects good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

Context

When teaching Relationships Education, RSE and Health Education, THPT schools do not unlawfully discriminate against children and young people because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity or sexual orientation (protected characteristics). We make reasonable adjustments to alleviate disadvantage, mindful of the SEND Code of Practice when planning these subjects and ensure parity of offering. Each individual school considers the makeup of their own cohorts – including the profile and age range of their pupils – and considers whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics (which mean that they are potentially at greater risk).

The delivery of Relationships Education, RSE and Health Education across the Trust considers the Ofsted Review of sexual abuse in schools and colleges. We take a proactive approach, whilst being mindful of the need to address emerging themes, potentially contextual to our schools. Student feedback underpins the assessment of the positive impact of the RSE curriculum.

As a Trust, we are aware that some pupils are more vulnerable to exploitation, bullying and other issues, due to the nature of their special educational needs. We take this into account when designing and teaching these subjects. We believe that high quality inclusive RSE education is the key for respect for others without discrimination now and in their future. There may be a need to tailor content and teaching

to meet the specific needs of pupils at different developmental stages whilst ensuring statutory end of Key Stage outcomes are met. We ensure that the teaching of these subjects is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

- Relationships Education, RSE and Health Education is accessible for all pupils, ensuring high quality teaching, that is accessible and personalised. Content and teaching may be tailored to meet the specific needs of pupils at different development stages, addressing emerging themes identified by the leadership and wider safeguarding teams. The teaching of RSE is sensitive, age and stage appropriate and delivered with reference to the statutory guidance.

Aims and Objectives

Aims

Within THPT, all children and young people, regardless of their culture, faith or family background, are provided with inclusive teaching, which enables them to develop attitudes and values, personal and social skills and knowledge and understanding within Relationships Education, RSE and Health Education in order to prepare them for a safe and fulfilling future where they are empowered to make a positive contribution to society.

- **Attitudes and values** include the values of honesty, equality inclusion, trust, love, care, compassion and respect for self and others. These values reflect our duty to promote British Values as part of SMSC (spiritual, moral, social and cultural) within the schools. Children and young people will be provided with opportunities to reflect upon values and consider individual conscience and moral considerations, learn the importance of positive values within family life (including stable and loving relationships and marriage or civil partnership), explore moral dilemmas and develop critical thinking which supports 'healthy' decision making. They will be taught about what a relationship and friendship are, both face to face and online.

- **Personal and social skills** help children and young people to understand and manage their emotions and relationships appropriately and sensitively. They assist with informed decision-making, the development of empathy, communication skills, risk management, self-esteem and resilience, thus positively impacting upon their ability to resolve disputes/conflict, maintain positive relationships, understand difference and recognise and avoid exploitation, bias and abuse (see Appendix 2).

- **Knowledge and understanding** in relation to Relationships Education, RSE and Health Education includes learning and understanding physical and emotional development at appropriate stages. It provides children and young people with opportunities to consider respect, stereotyping, equality, reproduction, sexual health, emotions, the importance of positive relationships and the variety of relationships they have and will encounter. Within these subjects, children and young people appropriately address contraception, choice, local and national health and support services, reasons and benefits of delaying sexual activity, the law and avoidance of unplanned pregnancy. Topics covered differ depending on the school phase and setting. (see Appendix 1).

The Relationships Education, RSE and Health Education curriculum is an essential vehicle in supporting our statutory duty to:

- Safeguard and promote the welfare of all children and young people
- Advance the Equality Act (Government Equalities Office, 2010)
- Encourage the spiritual, moral, social and cultural development of children and young people
- Foster British Values
- Prepare children and young people for the challenges, opportunities and responsibilities of adult life,

along with the coverage of the National Curriculum for Science, computing curriculum and the RE curriculum.

Organisation

a) Relationships Education, RSE and Health Education is coordinated by the PSHE, Science and computing leads in the primary phases and the PSHE or Personal Development coordinator, Head of Religious Studies, Head of Computing and the Head of Science in the secondary phase, who are responsible for the overall planning, implementation and review of the programme.

b) Delivery is through:

- Planned aspects within the Science and PSHE curriculum in the primary phase and the Science, PSHE/PD and Religious Studies curriculum in the secondary phase.
- Addressing moral and ethical issues which may arise from apparently unrelated topics in all subjects. Within this category, if a discussion takes place within the context of the subject, it will not be deemed to be part of the relationship and sex education programme and therefore not subject to the parental right of withdrawal.

c) Teaching approaches

- Various approaches are used to give children and young people relevant information, to enable moral issues to be explored through discussion and to acquire appropriate skills. Details can be seen in the progression maps.
- When teaching Relationships Education, RSE and Health Education, it is important that staff feel comfortable with the subject matter. Staff delivering the content will be appropriately trained. Support will be offered through training and resources within school and working with external organisations.

d) Student groupings

- Children and young people are taught in mixed ability groups. When there is a specific need (for example, members of faith groups), arrangements are made to teach children and young people in appropriate alternative groupings.

e) Resources

- THPT schools use various curriculums (Jigsaw, PSHE Association) from recognised providers that meet the individual needs of the children in their school. In addition to this, Life Lessons support the training and delivery of Relationship and Sex Education across the secondary phase.
- These resources may be viewed by contacting the individual schools.

See Appendix 1 for further information regarding suggested curriculum content at all Key Stages.

SPECIFIC ISSUES

The following issues may occur as part of Relationships Education, RSE and Health Education and there are specific procedures that school staff will need to follow in these circumstances.

a) Confidentiality and advice

Children and young people are made aware that some information cannot be kept confidential and that if disclosures are made, certain actions will need to be taken. At the same time, children and young people are offered sensitive and appropriate support. The following procedures are adhered to by adults working within the school.

i. Safeguarding and Child Protection Issues

Following disclosure or suspicion of possible abuse, the school's child protection procedures are initiated (see Safeguarding and Child Protection Policy). The Designated Safeguarding Lead (DSL) or Deputy DSL is informed as soon as possible. All THPT schools utilise and manage safeguarding concerns.

ii. Disclosure of pregnancy or advice about contraception within the secondary phase

The THPT Safeguarding and Child Protection policy outlines guidance on 'Disclosures of under-age sexual activity, sexual health advice and suspected pregnancy', with safeguarding of the child at the centre of any response. This guidance should be followed and the DSL informed.

b) Family life

The value of family life is an important aspect, which is approached largely through a consideration of the qualities and relationships between groups of people, with an emphasis on stability, respect, caring and support. There is acceptance that families can have different dynamics (including single parents, same sex parents, adoptive parents and foster parents), which can also be characterised by love and care.

c) Human sexual behaviour

As part of the RSE programme, issues of contraception, sexually transmitted infections (including HIV/AIDS), sexuality and abortion are addressed in the secondary phase. Facts are presented in an objective and balanced way.

Whilst there is no mandatory requirement to deliver sex education in the primary phase, the guidance states 'It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils'. Therefore, as a Trust, we believe an age-appropriate introduction to reproduction should be delivered in Year 6, as part of the teaching of puberty and respectful relationships. Lesson outcomes will be shared with parents/carers in advance and they have the right to withdraw their children. A sequenced RSE curriculum map has been developed in consultation with wide stakeholder voice across the trust. Parents are informed of the learning the pupils will be engaged in through annual letters from Years 6 – 11, which make the aspects of sex education covered therein clear.

d) Complaints procedures

Any complaints about the Relationships Education, RSE and Health Education curriculum are made to the Principal and PSHE/Science lead in the primary phase and the PSHE/citizenship coordinator in the secondary phase.

e) Parental partnership

Under the Education Act 1993, parents have the right to withdraw their children from some or all of sex education delivered as part of statutory RSE. This does not include those parts of sex education included within the National Curriculum. Parents wishing to exercise this right need to discuss this with the Principal in the first instance. Up to three terms before a child turns 16, if they wish to receive sex education rather than be withdrawn, the school will make arrangements to put this in place. There is no right to withdraw from Relationships Education or Health Education.

Parents are welcome to review any RSE resources the individual school uses.

f) Sexual culture and behaviours

THPT utilises the support of Brook sexual health and wellbeing experts, in providing training to all its staff regarding suitable sexual behaviours. All members of the Trust use the "traffic light tool" to identify and address unsuitable sexual behaviours, linked to developmental age. Staff receive regular, relevant

training to support their delivery of RSE, which focuses on teaching and guiding students to understand and make appropriate choices.

Monitoring, Review and Evaluation

THPT schools ensure that all students have equal access to the RSE programme through a thorough process of monitoring, evaluation, and assessment, which takes into consideration students' needs, maturity, age, ability and personal circumstances.

In line with all THPT policies, the RSE policy will be reviewed on a yearly basis and also in the light of any related issue that may occur, such as any new findings arising from educational research, local or national guidance and interim government updates.

If parents have comments, compliments, or concerns that they would like to share, these should be addressed to the relevant senior leader in the first instance.

APPENDIX 1

Relationships Education

a) By the end of Primary School

Families and people who care for me	Pupils should know: • that families are important for children growing up because they can give love, security and stability. • 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. • 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. • 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. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • 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	Pupils should know: • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships	Pupils should know: • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	Pupils should know: • that people sometimes behave differently online, including by pretending to be someone they are not. • 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. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online..

Being safe	Pupils should know: • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • 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. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice, for example family, school or other sources.

Physical health and mental wellbeing

Mental Wellbeing	Pupils should know • that mental wellbeing is a normal part of daily life, in the same way as physical health. • 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. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.

	• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including 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). • 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	Pupils should know • that for most people the internet is an integral part of life and has many benefits. • 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. • 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. • why social media, some computer games and online gaming, for example, are age restricted. • 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. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
Physical health and fitness	Pupils should know • the characteristics and mental and physical benefits of an active lifestyle. • 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. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health

Healthy eating	Pupils should know • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • 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	Pupils should know • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	Pupils should know • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	Pupils should know: • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	Pupils should know: • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.

b) By the end of secondary school

Families	Pupils should know • 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 and civil partnership is, including their legal status e.g. that marriage and civil partnership 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 or civil partnership 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); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	Pupils should know • 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. • 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 (e.g. 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	Pupils should know • 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 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 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. • 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	Pupils should know • 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	Pupils should know • how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. • that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. • the facts about reproductive health, including fertility and 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/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

Mental Wellbeing	Pupils should know • 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	Pupils should know • 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. • 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	Pupils should know • 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 cardiovascular ill-health. • about the science relating to blood, organ and stem cell donation.
Healthy eating	Pupils should know • how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Drugs, alcohol and tobacco	Pupils should know • 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	Pupils should know • 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	Pupils should know • basic treatment for common injuries. • life-saving skills, including how to administer CPR.[1] • the purpose of defibrillators and when one might be needed**.**
Changing adolescent body	Pupils should know • 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.

[1] Cardio Pulmonary Resuscitation is usually best taught after 12 years old.

APPENDIX 2

HOW THE LAW DEFINES 'CONSENT'[1]

The Sexual Offences Act 2003 states that a person has consented *'if she or he agrees by choice, and has the freedom and capacity to make that choice*'. There are three important parts to this. Firstly, there is the emphasis on *choice* – a deliberate, active decision; secondly, there is the question of capacity to consent: is the person old enough, are they capable of understanding what is happening, are they intoxicated by alcohol or affected by drugs, do they have a mental health problem or learning difficulties, and are they conscious? Finally the law asks whether a person makes their choice *freely*, that is to say without manipulation, exploitation or duress. This may include the use or threat of force, or may be more subtle, to do with whether the person seeking consent is in a position of power or authority, or is significantly older than the other person.

The CPS states that the law does not allow a person's consent to sexual activity to have effect in the following situations:

- where the person giving consent did not understand what was happening and so could not give informed consent, for example in the case of a child or someone suffering from a severe mental disability;
- where the person giving consent was under the relevant age of consent

This reference to severe mental disability obviously has significant implications. These cannot be fully covered in this document; however, the Family Planning Association provide comprehensive advice and support in relation to sexual health services for people with learning disabilities and can provide more information if needed, see their website for further details.

In all cases, the law is clear that it is the responsibility of the person *seeking* consent who has the responsibility to ensure that the other person agrees by choice and has the freedom and capacity to make that choice. The CPS is clear that the seeker of consent must seek continuing consent, rather than treating it as a one off.

WHAT IS THE LEGAL AGE OF SEXUAL CONSENT?

Despite what young people may feel in a given situation, there are legal boundaries to their ability to give consent, so any voluntary agreement to sexual activity by someone under 16 cannot be defined as consent in law, according to the Sexual Offences Act 2003 (i.e. any sexual activity involving one or more person who is under the age of sixteen is illegal). However, in its sexual offences factsheet, the CPS states that *"children of the same or similar age are highly unlikely to be prosecuted for engaging in sexual activity, where the activity is mutually agreed and there is no abuse or exploitation".* This applies unless it involves one or more person who is under 13 and then it is an absolute offence and the issue of mutual agreement is irrelevant.

It is important for pupils to understand that in cases where a person over the age of 16 has sex with someone under 16, it is the person over 16 who commits the offence, not the younger person, assuming there is no other offence being committed by the younger person (i.e. in the case of a violent sexual attack on a 16-year-old by a 15-year-old, the 16-year-old would clearly be the victim).

[1] Taken from the PSHE Association document 'A summary of the law on sexual consent – February 2015'

ACCORDING TO THE LAW, WHEN HAS AN *OFFENCE* BEEN COMMITTED?

The Sexual Offences Act (2003) states that certain things must have happened to *prove* that an offence has taken place. Person A is seen to have committed an offence against Person B when:

1. Person A does the relevant act
2. Person A acts intentionally
3. Person B does not consent
4. Person A does not reasonably believe that Person B consented.

Deciding on 'reasonable' belief means taking into consideration factors such as whether Person A has the capacity to determine consent and what steps they have taken to assure themselves that Person B consents and continues to consent.

In relation to many other offences, there is no requirement to prove an absence of consent. Only the act itself and the age of the victim or other criteria need to be proved. They include:

- Rape, assault by penetration or sexual assault of a child under 13
- Inciting or causing a person to engage in sexual activity with a child under 13
- Child sexual offences involving children under 16
- Children under 18 having sexual relations with persons in a position of trust
- Children under 18 involved with family members over 18
- Persons with a mental disorder impeding choice, who are induced, threatened or deceived or who have sexual relations with care workers

SHARING SEXUALLY EXPLICIT IMAGES WITHOUT CONSENT

It is both a gross violation and a very serious offence to take or share sexual images of another, without their consent. Depending on the circumstances, sharing such images can be an offence under various different pieces of legislation including the Sexual Offences Act (2003), Malicious Communications Act (1988), Obscene Publications Act (1959) and the Protection of Children Act (1978). Sharing sexual images without consent is a form of sexual assault and if the victim is under 18, could also be classed as sharing images of child sexual abuse and lead to the perpetrator being subject to the notification requirements under Part 2 of the Sexual Offences Act 2003, commonly referred to as the Sex Offender Register.

Pupils should also learn that it is illegal to produce, possess or distribute an indecent image of a person under the age of 18 – even if it is a picture of themselves. These laws have been created to protect children and young people. It is therefore unlikely that the police would prosecute a young person for taking or sharing pictures of themselves, unless they were concerned that images were being used to harass or coerce, or shared with intent to harm. For further information, see advice from the Association of Chief Police Officers.