

# Relationship Education, Sex Education and Health Education: Support for Diocese of Carlisle Church of England Schools

## New Statutory Guidance

The statutory guidance, ‘*Relationships Education, Relationships and Sex Education (RSE) and Health Education*’ was issued by the Department for Education (“**DfE**”) under section 80A of the Education Act 2002 and section 403 of the Education Act 1996 in June 2019 and updated in July 2019 (the “**Guidance**”). From **September 2020**, schools **must** have regard to the Guidance. Some parts of the Guidance are **compulsory** (the Guidance makes this clear by use of the term “**must**”). Where schools depart from those parts of the Guidance which state that they **should**, or **should not**, do something they will need to have good reasons for doing so.

The Guidance can be found at:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805781/Relationships\\_Education\\_Relationships\\_and\\_Sex\\_Education\\_RSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

This document is intended to summarise the Guidance with particular emphasis on its impact for Church of England schools. It is also intended to enable schools that already make high quality provision for PSHE to confirm that their existing programme is compliant with the Guidance, or to make such adjustments as will best ensure compliance.

References in this document to a page or section of the Guidance are indicated in brackets as follows: “(p.)” refers to a page number in the Guidance and “(s.)” to a specific section of the Guidance.

## Background:

The Guidance sets out:

- definitions of relationship education (as distinct from sex education) and health education;
- what schools **must and/or should** teach;
- what schools **should** publish on their website;
- what schools **must** consider in implementing their relationship and sex education curriculum and their health education curriculum;
- which policies are **compulsory**;
- the extent to which parents **must** be consulted; and
- the extent to which parents have a **right** to withdraw their child from the curriculum.

For **Primary schools**, the focus of the Guidance is on **family and friendships**. At **Secondary school**, the Guidance expects teaching to build on the work of Primary schools including developing pupils’ understanding of health with an increased focus on risk areas such as drugs and alcohol as well as introducing knowledge about safe and healthy intimate relationships (p.4).

The importance of mental wellbeing is also recognised, and it is anticipated that the Guidance should support the excellent work already being undertaken by schools to encourage pupils of all ages to develop their resilience and character and to feel happy and successful (p.5).

## How will the Guidance affect my school?

The positive news is that for schools with a well-balanced PSHE curriculum in place, it is likely that very little will need to change. The Guidance is perfectly compatible with the Church of England’s *Vision for Education* with Jesus’ promise of “*life in all its fullness*” at its heart. Indeed,

the Guidance stipulates that schools **must** take into account the religious backgrounds and faith of their pupils when planning teaching (s.20) so that the core content of the Guidance is handled appropriately for each school's context and complies with the relevant provisions of the Equality Act 2010 (under which religion or belief are protected characteristics).

### **What is Relationship Education?**

In keeping with the Church of England's *Vision for Education*, pupils should learn:

- to cherish themselves and others as unique and wonderfully made;
- to recognise what a healthy relationship looks like and how to form healthy relationships, ensuring respect and dignity for themselves and others;
- how to live well together, including behaving well towards others, disagreeing well, forgiving and repairing broken relationships;
- how to keep themselves and others safe;
- how to make sense of the world around them (including an online world and the changes to their bodies), to develop the skills to express their own views and make their own informed decisions.

Many Church of England schools within the Diocese of Carlisle are already delivering excellent relationship and health education programmes, successfully dealing with each of these elements. Where this is working well in your school, the Guidance is clear that your good work should be built on rather than changed substantively (p.5 and s. 14).

It is important that schools and families understand the critical role of relationship education in preparing pupils for the next stage in their life and that relationship education is compulsory. Parents **do not** have a right to withdraw their pupils from relationship education, even at Primary school.

Detailed information about what pupils should know by the end of Primary and Secondary school respectively is set out in Appendix A.

### **What should Sex Education look like at Primary School?**

The teaching of sex education can often be controversial in Church of England schools. The Guidance **has not** made the teaching of sex education compulsory for Primary schools. However, it is strongly recommended that Primary schools do deliver a sex education programme to support pupils' emotional and physical development as they make the transition from Primary to Secondary education (s.67).

It should be noted that the statutory national curriculum for science already requires pupils to be taught about sexual reproduction:

#### ***“Science Year 5 Programme of study***

##### ***Animals, including humans***

*Statutory requirements:*

- *describe the changes as humans develop to old age*

*Notes and guidance:*

*Pupils should draw a timeline to indicate changes in the growth and development of humans. They should learn about the changes experienced in puberty.*

##### ***Living things and their habitats***

*Statutory requirements:*

- *describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird*



- describe the life processes of reproduction in some plants and animals

Notes and guidance:

*Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.”*

Although the national curriculum does not specify which animals to use in learning about sexual reproduction, it is clear that by the end of Year 5, there is an expectation that pupils will have a good understanding of the mechanics of puberty and sexual reproduction.

The recommendations in the Guidance are intended to help pupils to understand the changes to their body which take place with age, giving them a safe space to discuss their questions or concerns. They are also intended to support pupils in understanding what is and is not acceptable in relation to how others treat their body. This is important in putting young people in a position of strength, able to identify if someone is attempting to cross boundaries inappropriately and where to get help if needed. The national press has carried a number of stories of inappropriate sexualised behaviour between peers. The Diocesan Board of Education is aware of Primary school aged pupils who have found themselves in unlooked for and damaging sexual situations because they have not possessed the relevant knowledge and understanding to look after themselves; to know what is acceptable or where to go for help.

The national Church of England Education Office and the Diocesan Board of Education support the DfE’s recommendation to deliver a programme of sex education to Primary school aged pupils at the appropriate time.

The DfE recommends that schools’ programmes of teaching ensure that *“both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science – how a baby is conceived and born”* (s. 67). In particular, it is recognised that the onset of menstruation can be confusing or even alarming for girls if they are not prepared. Without proper teaching, girls are at risk of receiving further alarming or misleading advice from peers and others to whom they may understandably turn. In addition to sensitive curriculum content, schools should make arrangements to help girls manage menstruation, including ensuring appropriate products are available (s. 89). Schools should be alive to the risk of period poverty in the ordinary course of their safeguarding oversight, taking note for example of absence which may be attributable to this cause. Supporting girls in this practical way in our schools facilitates dignity and self-confidence and may help to address some cases of poor attendance.

The Diocesan Board of Education recognises the sensitivity and difficulty of handling this topic for school staff, pupils, governors and parents. If you would like assistance in handling this material at school, a member of the team will happily support you. Details of how to get in touch can be found in Appendix C.

The Guidance recognises that the teaching in this area is a joint responsibility of school and home. It is vital that families are consulted regarding the detailed content of what will be taught to their children. Parents should be offered support in talking to their children about sex education. The Diocese has produced a Frequently Asked Questions sheet together with a set of Powerpoint slides for use with families, both of which are available on the website. We are also happy to provide tailored support for your school if it would be helpful.

### **Relationships and Sex Education (RSE) at Secondary School:**

The Guidance is clear that RSE programmes should support pupils in their development of healthy, nurturing relationships of **all** kinds, not just intimate relationships at an appropriate



time. Before pupils leave school, they should know what makes a good friend, a good colleague, and a successful marriage or other committed relationship. Pupils should be taught about acceptable and unacceptable behaviour in relationships. The Guidance highlight the need to support pupils in resisting pressure to have sex and in not applying pressure to others. *“Pupils should understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed”* (s.69). Equally, it is expected that pupils should be taught to understand that unhealthy relationships can have a lasting, negative impact on mental wellbeing.

Importantly for Church of England schools, the Guidance explicitly highlights that RSE **should not** encourage early sexual experimentation but instead encourage pupils to respect themselves and others (including in the online context) and to build their self-esteem and confidence (s.70).

As in Primary school, programmes should encourage pupils to focus on setting and achieving goals, persevering with tasks and developing personal attributes such as honesty, integrity, courage, generosity and a sense of justice.

It is important that Secondary school aged pupils understand the law which governs relationships (including intimate relationships). There are many high-profile cases in which pupils have broken the law because of a lack of knowledge and these criminal records will have lasting impacts on their well-being, employment opportunities and future successful relationships.

### **Lesbian, Gay, Bisexual and Transsexual (“LGBT”) relationships**

As a Diocese, we recognise that this area will present difficulty for some school communities. The DfE is clear that schools should teach their pupils about what it means to belong to the LGBT community. The Guidance is explicit, *“at the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a standalone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum.”* (s.37). Where pupils with same sex parents belong to the school community, or where pupils self-identify as actual or potential members of the LGBT community, the need to address this area could arise at an early stage in school life.

As Church of England schools committed to the idea that **everyone** deserves life in all its fullness and that we are each made uniquely and wonderfully (see *Valuing all God’s Children*) it is imperative that our pupils should be taught to value and respect their peers regardless of their sexual or gender identity or that of their parents.

It is important to note that teaching in this area should be integrated so that well-intentioned teaching does not by its very position in the curriculum seem to set LGBT people apart. Church of England schools should also avoid giving the impression that there is a single position on such issues between Christian denominations or even within the Church of England. Finally, in teaching Relationship Education or RSE, schools **must** ensure that they comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics.

The Diocesan team are happy to support individual schools to make sense of this for their school community and to help them in approaching this in their school context, including where there is conflict within the community around this area.

## Physical health and mental wellbeing:

As Church of England schools seeking the flourishing of all our pupils, physical health and mental wellbeing are critically important. The Guidance recognises that pupils need to be well informed in order to make good decisions about their own health and wellbeing. We should be aiming to equip our pupils to know what is normal and healthy, what is an issue in themselves or others and, when issues arise, how to seek support as early as possible.

*“Effective teaching should aim to reduce stigma attached to health issues, in particular those to do with mental wellbeing.” (s. 86)*

At **Primary school** the focus should be on the characteristics of good physical and mental wellbeing. Teaching should be clear that mental wellbeing is a normal part of life in the same way as physical health; the benefits of exercise, nutrition, personal and sleep hygiene, hobbies and interests, being part of a community and emotional language and understanding should all be taught. Pupils should also be taught about the advantages of “rationing” time spent online (s. 95).

At **Secondary school** as well as building on the good work begun at Primary school and developing further an understanding of the link between physical and mental wellbeing, schools should focus on enabling pupils to make well-informed, positive choices for themselves, including how to deal with challenges (such as mental and physical health conditions, substance abuse, family breakdown, domestic violence and bereavement). As Church of England schools, it is particularly important that pupils should understand how to support one another and that terms associated with mental and physical health difficulties should not be used pejoratively. The importance of self-care, the benefits of physical activity including time spent outdoors, sufficient sleep, good nutrition and strategies for building resilience should continue to be fostered. Pupils should be supported to recognise what makes them feel lonely and the benefits of companionship, community and relationships.

Teaching about puberty, which began in Primary school, should be built on to help pupils to understand the physical and emotional changes they are encountering and the impact of these changes on their wider health and wellbeing.

Detailed information about what pupils should know by the end of Primary and Secondary school respectively is set out in Appendix B.

## What next? A checklist for Headteachers and RHE or RSHE Leaders:

- Review relationship education curriculum to ensure it remains fit for purpose in the context of the Guidance. In particular, the **lead teacher** should ensure that Relationships Education, RSE and Health Education programmes **complement and do not duplicate** content covered in national curriculum subjects (citizenship, science, computing and PE) (s.7).
- Prepare (or review an existing) policy which sets out the school’s approach to teaching the subject (see below). A model policy is available from the Diocese to support schools in developing their own. If you require any further assistance in developing your school’s policy, please contact the Diocese.
- **For Primary schools**, agree as a school (in consultation with families) whether or not age-appropriate sex education will be taught and if so, in which year group or groups. Although not required by law, because it is recommended by the DfE and the Church of England Education Office that age-appropriate sex education **will** be taught in Primary schools, a decision not to do so will need to be rational, well considered and the reasoning clearly documented and justifiable.

- **For schools teaching sex education**, prepare (or amend an existing) policy which sets out the school’s approach to teaching the subject (this could be included with Relationship Education in one policy).
- Make your school’s policy or policies available to parents free of charge and publish it or them on your school’s website.
- Ensure that parents understand the difference between Relationship Education and Sex Education and their right to withdraw their pupil from Sex Education (but not Relationship Education), including how they go about doing so at your school.
- Contact the Diocesan Board of Education if you would like support with any of the above.

### Developing a policy

All schools **must** have in place a written policy for Relationships Education and RSE. Schools **must** consult parents in developing and reviewing their policy. The policy should reflect each school’s context and the needs of its pupils, their families and the community it serves.

Many schools within the Diocese of Carlisle already have excellent policies in place setting out how they deliver PSHE and RSE. Where, having reviewed your policy to ensure compliance with the Guidance, you are satisfied that it is fit for purpose, there is no need to write a new policy (s14).

Policies for mandatory subjects		Policies for non-mandatory subjects
For Primary education	For Secondary education	For Primary schools that may choose to teach Sex Education
Define Relationships Education	Define Relationships and Sex Education	Define any sex education that the school chooses to teach beyond that covered in the science curriculum
Set out the subject content, how it is taught and who is responsible for teaching it		
Describe how the subject is monitored and evaluated		
Include information to clarify why parents <b>do not</b> have a right to withdraw their child	Include information about a parent’s right to request that their child be excused from Sex Education within RSE only (not in science)	Include information about a parent’s right to request that their child be excused from Sex Education within RSE only (not in science)
Confirm the date by which the policy will be reviewed		
Typical policies are likely to include sections covering: <ul style="list-style-type: none"> <li>• details of content/scheme of work and when each topic is taught, taking account of the age of pupils</li> <li>• who delivers either Relationships Education or RSE</li> <li>• how the policy has been produced, and how it will be kept under review, in both cases working with parents</li> <li>• how delivery of the content will be made accessible to all pupils, including those with SEND</li> <li>• how the school will handle difficult questions, recognising that children whose questions go unanswered may turn to inappropriate sources of information including online (s.63)</li> <li>• explanation of the right to withdraw and how to do so as well as the limits of that right</li> <li>• requirements on schools in law e.g. the Equality Act (please see The Equality Act 2010 and schools: Departmental advice)</li> <li>• how often the policy is updated (recommended for review annually*)</li> <li>• who approves the policy (approval can be delegated to an individual governor or the Headteacher*)</li> </ul> <p>*See DfE Guidance, ‘Statutory policies for schools and academy trusts’ 2019 which can be found at: <a href="https://www.gov.uk/government/publications/statutory-policies-for-schools-and-academy-trusts/statutory-policies-for-schools-and-academy-trusts">https://www.gov.uk/government/publications/statutory-policies-for-schools-and-academy-trusts/statutory-policies-for-schools-and-academy-trusts</a></p>		



## Appendix A: What pupils should know - Relationships and Sex Education

<b>By the end of Primary School, pupils should know:</b>	
<b>Families and people who care for me</b>	<ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
<b>Caring friendships</b>	<ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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.</li> </ul>
<b>Respectful relationships</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• the conventions of courtesy and manners</li> <li>• the importance of self-respect and how this links to their own happiness</li> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• 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</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
<b>Online relationships</b>	<ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• how information and data is shared and used online.</li> </ul>
<b>Being safe</b>	<ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> </ul>

	<ul style="list-style-type: none"> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>
	<p><b>By the end of Secondary School, pupils should know:</b></p>
<b>Families</b>	<ul style="list-style-type: none"> <li>• that there are different types of committed, stable relationships</li> <li>• how these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</li> <li>• why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• the characteristics and legal status of other types of long-term relationships</li> <li>• the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>• how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</li> </ul>
<b>Respectful relationships, including friendships</b>	<ul style="list-style-type: none"> <li>• the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</li> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• what constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</li> </ul>
<b>Online and media</b>	<ul style="list-style-type: none"> <li>• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</li> <li>• not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• what to do and where to get support to report material or manage issues online</li> <li>• the impact of viewing harmful content</li> <li>• that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</li> <li>• that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• how information and data is generated, collected, shared and used online.</li> </ul>



<b>Being safe</b>	<ul style="list-style-type: none"> <li>• the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</li> <li>• how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).</li> </ul>
<b>Intimate and sexual relationships, including sexual health</b>	<ul style="list-style-type: none"> <li>• how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</li> <li>• that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing</li> <li>• the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause</li> <li>• that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• that they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• the facts about the full range of contraceptive choices, efficacy and options available</li> <li>• the facts around pregnancy including miscarriage</li> <li>• that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</li> <li>• how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</li> <li>• about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• how the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>

## Appendix B: What pupils should know - Physical health and mental wellbeing

<b>By the end of Primary School, pupils should know:</b>	
<b>Mental wellbeing</b>	<ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
<b>Internet safety and harms</b>	<ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits</li> <li>• 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</li> <li>• 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</li> <li>• why social media, some computer games and online gaming, for example, are age restricted</li> <li>• 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</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</li> <li>• where and how to report concerns and get support with issues online.</li> </ul>
<b>Physical health and fitness</b>	<ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle</li> <li>• 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</li> <li>• the risks associated with an inactive lifestyle (including obesity)</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
<b>Healthy eating</b>	<ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content)</li> <li>• the principles of planning and preparing a range of healthy meals</li> <li>• 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).</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
<b>Health and prevention</b>	<ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing</li> <li>• the facts and science relating to allergies, immunisation and vaccination.</li> </ul>
<b>Basic first aid</b>	<ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>

<b>Changing adolescent body</b>	<ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>
<b>By the end of Secondary School, pupils should know:</b>	
<b>Mental wellbeing</b>	<ul style="list-style-type: none"> <li>• how to talk about their emotions accurately and sensitively, using appropriate vocabulary</li> <li>• that happiness is linked to being connected to others</li> <li>• how to recognise the early signs of mental wellbeing concerns</li> <li>• common types of mental ill health (e.g. anxiety and depression)</li> <li>• how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health</li> <li>• the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</li> </ul>
<b>Internet safety and harms</b>	<ul style="list-style-type: none"> <li>• the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online</li> <li>• how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</li> </ul>
<b>Physical health and fitness</b>	<ul style="list-style-type: none"> <li>• the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress</li> <li>• the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health</li> <li>• about the science relating to blood, organ and stem cell donation.</li> </ul>
<b>Healthy eating</b>	<ul style="list-style-type: none"> <li>• How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<ul style="list-style-type: none"> <li>• the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions</li> <li>• the law relating to the supply and possession of illegal substances</li> <li>• the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood</li> <li>• the physical and psychological consequences of addiction, including alcohol dependency</li> <li>• awareness of the dangers of drugs which are prescribed but still present serious health risks</li> <li>• the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</li> </ul>
<b>Health and prevention</b>	<ul style="list-style-type: none"> <li>• about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist</li> <li>• (late Secondary) the benefits of regular self-examination and screening</li> <li>• the facts and science relating to immunisation and vaccination</li> <li>• the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</li> </ul>
<b>Basic first aid</b>	<ul style="list-style-type: none"> <li>• basic treatment for common injuries</li> <li>• life-saving skills, including how to administer CPR</li> <li>• the purpose of defibrillators and when one might be needed.</li> </ul>
<b>Changing adolescent body</b>	<ul style="list-style-type: none"> <li>• key facts about puberty, the changing adolescent body and menstrual wellbeing</li> <li>• the main changes which take place in males and females, and the implications for emotional and physical health.</li> </ul>

To book training for your school, please contact:

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For general queries in relation to this document, the other documents available on the Diocesan website or about your own school context:

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