



Relationships, Sex and Health Education (RSHE) Policy

Review Date	Reviewer	Consultation with parents/carers	Approved by	Date approved	Implementation
	L Chadwick/J Barker	May 2021	Head of School	9 July 2021	July 2021
September 2022	R Peele/J Barker	July 2022	Head of School	14 July 2022	September 2022
September 2023	R Peele	July 2023	Head of School	September 2023	September 2023
September 2024	R Peele	Sept 2024	Head of School	September 2024	September 2024
September 2025	R. Peele	Sept 2025	Head of School	September 2025	September 2025



Revision History

Issue No	Date	Description
1	July 2021	New Policy
2	July 2022	Updated definitions of RSHE, aims, ongoing consultation and information for parents, inclusion, assessment, and evaluation.
3	July 2023	No changes.
4	July 2023	Updated staff list
5	September 2024	Updated aims, staff list, parents/carers, inclusion, parents right to withdraw
6	September 2025	Curriculum update

	Contents	Page No.
1.	Introduction	4
2.	Definition	4
3.	Principles and values	4-5
4.	Aims	5-6
5.	Statutory guidance	5
6.	The Law	6-7
7.	Links with other policies	7
8.	Consultation process	7
9.	Roles and responsibilities:	
	9.1 The Trust	8
	9.2 Local Academy Council	8
	9.3 Head of School	8
	9.4 Staff	8-9
	9.5 Parents/Carers	9
10.	Teaching of RSHE	9
11.	Delivery of the programme	10-11
12.	Inclusion	11-12
13.	Physical health and mental wellbeing	12-13
14.	Menstruation and the changing adolescent body	13
15.	Parents' right to withdraw	13
16.	Working with external agencies	14
17.	Working with health professionals	14-16
18.	Safeguarding, reports of abuse and confidentiality	16
19.	Assessment and evaluation	16-17

1. Introduction

The North East Learning Trust and the Academy at Shotton Hall is aware that children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal, and social lives in a positive way.

2. Definition

Relationships and Sex Education (RSE) is lifelong learning about physical, sexual, moral, and emotional development. It is about the understanding of the importance of stable and loving relationships both on and offline, respect, love, and care for family life. It involves acquiring information, developing essential skills, and forming positive beliefs, values, and attitudes.

RSE gives young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. RSE gives children and young people the essential skills to build positive, enjoyable, and non-exploitative relationships.

Health Education - Physical Health and Wellbeing

This builds on the primary content to enable students to understand their changing bodies, including menstrual wellbeing and their feelings to further the language they use to talk about their bodies, health, and emotional norms. In addition to understanding variations in emotions and physical complaints and where health, wellbeing issues and concerns begin. Health education enables making the connections between physical and emotional changes for all students (regardless of gender and identity), the impact on physical health and wellbeing, their capacity to learn and maintain their mental health and wellbeing.

3. Principles and Values

In addition, the Academy at Shotton Hall believes that RSE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for all young people.
- Encourage every student to contribute to make our community and aims to support each individual as they grow and learn.
- Be set within this wider school context and supports family commitment and love, respect and affection, knowledge, and openness. It includes acceptance of families in all their forms.

Issue No:	3	Quality Document Type:	Policy
Date Reviewed:	01/09/2023	Ref:	TASH/T&L/RSHE
Approved by HoS	04/09/2023	Originator of this document is:	J Barker

- Encourage students and teachers to share and listen to each other's views and the right to hold/ express views. We are aware of different values and opinions to sexual orientation and gender identity, without promotion of a particular family make up. The important values are love, respect, kindness, generosity, and care for each other.
- Generate an atmosphere where questions and discussion on personal or sexual matters can take place, free from stigma or embarrassment.
- Recognise that parents/carers are the prime educators in teaching their children about relationships, growing up, health, wellbeing, and sex. We aim to work in partnership with parents, carers, and students, consulting them about the content and most effective approach to programmes.
- Recognise that the wider community has much to offer, and we aim to work in partnership with other health and education professionals.

4. Aims

The aim of RSHE is to provide balanced information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our RSHE programme aims to prepare all students for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements, and behaviour.
- have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within sexual and non-sexual relationships.
- avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex including violence in teenage relationships.
- understand the true meaning of consent, permission seeking and refusal.
- communicate and behave in a respectful manner towards people around them which contributes to a safe, inclusive environment/community.
- communicate effectively by developing appropriate terminology/language for sex and relationship issues.
- develop awareness and understanding of their evolving sexuality and the spectrum of gender identity.
- challenge discrimination, sexism, and all forms of prejudice, be an 'upstander' and not a 'bystander'.
- understand the arguments for delaying sexual activity.
- understand the reasons for having protected sex.
- have sufficient information and skills to protect themselves in a variety of situations including from sexual exploitation, harassment and abuse, unintended conceptions and sexually transmitted infections including HIV.
- be aware of sources of help for all young people, acquire the skills and confidence to access confidential health advice, support, and treatment if necessary.

Issue No:	3	Quality Document Type:	Policy
Date Reviewed:	01/09/2023	Ref:	TASH/T&L/RSHE
Approved by HoS	04/09/2023	Originator of this document is:	J Barker

- know how the law applies to sexual relationships enthusiastic consent, gaslighting, sexting/nudes and online safety.

This policy will provide clear progression from what is taught in primary in Relationships Education. We will build on the foundation of RSE and, as students grow up, at the appropriate time extend teaching to include intimate relationships. Alongside being taught intimate relationships, students will also be taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult. Throughout our curriculum, students will be taught the relevant legislation whenever applicable.

5. Statutory Guidance

The Trust and the Academy acknowledges that all secondary Academies must provide RSE to all students as per section 34 of the Children and Social Work Act 2017.

In teaching RSHE, the Trust and the Academy acknowledges that we are required by our funding agreement to have regard for the guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

This policy was developed in response to:

- [Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/Relationships_Education_Guidance.pdf)
- [Keeping children safe in education: for schools and colleges](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/Keeping_children_safe_in_education_for_schools_and_colleges.pdf)
- [Behaviour and discipline in schools: guidance for headteachers and staff](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/Behaviour_and_discipline_in_schools_guidance_for_headteachers_and_staff.pdf)
- [Equality Act 2010: advice for schools](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/Equality_Act_2010_advice_for_schools.pdf)
- [Special educational needs and disability code of practice: 0 to 25 years](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/Special_educational_needs_and_disability_code_of_practice_0_to_25_years.pdf)
- [Alternative provision](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/Alternative_provision.pdf)
- [Mental health and behaviour in schools](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/Mental_health_and_behaviour_in_schools.pdf)
- [Preventing and tackling bullying](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/Preventing_and_tackling_bullying.pdf)
- [Cyber bullying: advice for headteachers and school staff](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/Cyber_bullying_advice_for_headteachers_and_school_staff.pdf)
- [Advice for parents and carers on cyber bullying](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/Advice_for_parents_and_carers_on_cyber_bullying.pdf)
- [Sexual violence and sexual harassment between children in schools and colleges](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf)
- [Promoting fundamental British values as part of SMSC in schools](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/Promoting_fundamental_British_values_as_part_of_SMSC_in_schools.pdf)
- [National Citizen Service: guidance for schools and colleges](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/National_Citizen_Service_guidance_for_schools_and_colleges.pdf)

6. The Law

The Trust and the Academy acknowledges the importance of knowing what the law says about, sex, relationships, and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos, and other material using technology. This will help young people know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people, and which ensure young people take responsibility for their own actions. Students will

Issue No:	3	Quality Document Type:	Policy
Date Reviewed:	01/09/2023	Ref:	TASH/T&L/RSHE
Approved by HoS	04/09/2023	Originator of this document is:	J Barker

be made aware of the relevant legal provisions when the relevant topics are being taught and materials will be delivered in an age and stage appropriate way, for example, these will include:

- Marriage
- Consent, including the age of consent
- Relationship abuse and violence
- Sexual harassment and online sexual abuse
- Online behaviours including image and information sharing (including sexting, youth produced sexual imagery, nudes etc)
- Pornography
- Abortion
- Sexuality
- Gender identity
- Substance misuse
- Violence and exploitation by gangs
- Extremism/radicalisation
- Criminal exploitation (for example, through gang involvement or ‘county lines’ drugs operations)
- Hate crime
- Female genital mutilation (FGM)

7. Links with other policies

This policy should be read in conjunction with the following Trust/Academy policies:

- Acceptable Use Policy
- Anti-Bullying Policy
- Equality Information
- Online Safety Policy
- Safeguarding Policy
- Mental Health and Wellbeing.

8. Consultation process

The consultation process has included:

- Student focus groups
- Consultation and engagement with parents/carers
- Review of the RSHE curriculum content with staff, students, parents/carers

9. Roles and Responsibilities

<u>Role</u>	<u>Responsibilities</u>
-------------	-------------------------

Issue No:	3	Quality Document Type:	Policy
Date Reviewed:	01/09/2023	Ref:	TASH/T&L/RSHE
Approved by HoS	04/09/2023	Originator of this document is:	J Barker

Head of school – Alex Hook	Ensuring that RSHE is taught consistently across the school and managing requests to withdraw pupils from non-statutory components of RSHE
Rachel Peele - Head of P4L	Co-ordinating RSHE provision Accessing and co-ordinating training and support for staff Policy Development and Review Implementation of the policy; monitoring and assessment Establishing and maintaining a link with parents/carers
All teachers responsible for the teaching of P4L Head of ICT – Tamara Stewart	Delivery of the RSHE curriculum including ICT
Anna Walshaw	Link Governor for RSHE
Designated DSL – Shelley Heseltine	Safeguarding issues

9.1 The Trust

The Trustees will:

- Monitor the implementation of the policy across all Academies within the Trust.
- Monitor pupil progress to ensure that pupils achieve expected outcomes.
- Ensure that Academies are resource in such a way that the Trust fulfils its legal obligations.

9.2 The Local Academy Council

The Local Academy Council will ensure:

- All pupils make progress in achieving the expected educational outcomes.
- The subjects are well led, effectively managed and well planned.
- That the quality of provision is subject to regular and effective self-evaluation.
- That the subjects are resourced in a way that ensures the Academy can fulfil its legal obligations.

9.3 Head of School

The Head of School will ensure that:

- All staff are informed of the policy and the responsibilities included within the policy.

Issue No:	3	Quality Document Type:	Policy
Date Reviewed:	01/09/2023	Ref:	TASH/T&L/RSHE
Approved by HoS	04/09/2023	Originator of this document is:	J Barker

- All teachers explore how new pedagogies and technology can be fully utilised to support subjects.
- The subjects are staffed and timetabled in a way to ensure the Trust and the Academy fulfils their legal obligations.
- The teaching of RSHE is monitored to ensure that it is delivered in ways that are accessible to all pupils with SEND.
- The Academy works with parents/carers when planning and delivering RSHE to pupils.
- Clear information is provided to parents/carers on the subject content and the right to request that their child is withdrawn.

9.4 Staff

All staff will ensure that:

- Ground rules are negotiated with the group before embarking on lessons of a sensitive nature so that both the staff and pupils can work together in a supportive atmosphere in which all members can speak with confidence and without fear of embarrassment, anxiety or breach of confidentiality;
- All students are offered the opportunity to explore ideas, situations, and feelings in an atmosphere of confidence and support.
- At all times teaching will take place in the context of an explicit moral framework.
- All points of view they may express during teaching RSHE are unbiased.
- The teaching of RSHE is delivered in ways that are accessible to all pupils with SEND.
- The emphasis of teaching RSHE will always be the importance and understanding of personal relationships and the right of the individual to make informed choices.
- Issues of stereotyping, sexual equality, harassment, rights, and legislation underpin the teaching of RSHE.
- Where appropriate they direct pupils to seek advice and support from an appropriate agency or individual. It is inappropriate for staff to give students personal advice on matters such as contraception.
- Where a student has embarked on a course of action likely to place them at risk, the member of staff will ensure that the student is aware of the implications of their behaviour. The member of staff should refer any potential concerns to the Designated Safeguarding Lead.

9.5 Parents/Carers

The Trust and the Academy acknowledge the key role that parents/carers play in the development of their children's understanding about relationships. Parents are the first educators of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

All Parents/Carers will be:

- Given every opportunity to understand the purpose and content of Relationships Education and RSHE.
- Provided access to long term plans for the RSE curriculum.

Issue No:	3	Quality Document Type:	Policy
Date Reviewed:	01/09/2023	Ref:	TASH/T&L/RSHE
Approved by HoS	04/09/2023	Originator of this document is:	J Barker

- Informed how to access all teaching resources used for the relevant year group of their child on Student POD.
- Encouraged to participate in the development of Relationships Education and RSHE.
- Able to discuss any concerns directly with the Academy.
- Provided with information about parent's right to request that their child is excused from sex education.

We encourage parents to view resources and access the links provided on the school's website to support their child's learning and development.

10. Teaching of RSHE

Teaching of RSHE at the Academy at Shotton Hall will enable students to:

- Distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful.
- Understand the benefits of healthy relationships to their mental wellbeing and self-respect and to understand that unhealthy relationships can have a lasting, negative impact on mental wellbeing.
- Believe they can achieve goals and that in order to achieve those goals they must stick at the tasks despite the challenges they may face.
- Be taught the facts and the law about sex, sexuality, sexual health, and gender identity in an age-appropriate and inclusive way.
- Recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence including honour-based violence and forced marriage) and strategies to manage this or access support for themselves or others at risk.
- Recognise risks, harmful content, and contact, and how and when to report issues to keep them safe online.
- Within the law, be well equipped to make decisions for themselves about how to live their own lives in the future, whilst respecting the right of others to make their own decisions and hold their own beliefs.
- Learn the reasons for delaying sexual activity, and the benefits to be gained from such delay.
- Avoid an unintended pregnancy.
- Understand 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.
- Know the key facts about puberty, the changes in the adolescent body (including physical and emotional) and menstrual wellbeing (Health Education).
- Learn where to go for help and advice and how to access local and national services.

11. Delivery of the programme

Issue No:	3	Quality Document Type:	Policy
Date Reviewed:	01/09/2023	Ref:	TASH/T&L/RSHE
Approved by HoS	04/09/2023	Originator of this document is:	J Barker

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

RSHE will be set in the context of a wider whole-school approach to supporting Students to be safe, happy, and prepared for life beyond school. The curriculum on relationships and sex education will complement and be supported by the Trust and Academies wider policies on behaviour, inclusion, respect for equality and diversity, anti-bullying and safeguarding. RSHE will sit within the context of the Trust and Academy's broader ethos and approach to developing students socially, morally, spiritually, and culturally, and its pastoral care system.

The curriculum on Health Education will similarly complement, and be supported by, the Trust and Academy's education on healthy lifestyles through Physical Education, Food Technology, Science, and extra-curricular sporting activities.

The Academy at Shotton Hall will deliver the content set out in Appendix 1 in the context of a broad and balanced curriculum. Effective teaching will ensure that core knowledge is broken down into units of manageable size and communicated clearly to students, in a carefully sequenced way, within a planned programme of lessons. Teaching will include sufficient well-chosen opportunities and contexts for students to practise applying and embedding new knowledge so that it can be used skilfully and confidently in real life situations.

The Lead Teacher will work closely with staff in related curriculum areas to ensure Relationships, Sex and Health Education programmes complement each other and do not duplicate, content covered in national curriculum subjects such as Science, Information Technology and Physical Education.

The Academy at Shotton Hall delivers Relationship and Sex Education and Health Education throughout KS3 and KS4 within:

- P4L lessons
- Tutor Groups and related pastoral programme
- Assemblies
- Whole Academy Extended Sessions
- External speakers, dramas, and agencies
- Interactive workshops
- Health care professionals
- Other curriculum delivery including Science, ICT, Food Technology, English, and PE.

12. Inclusion

Issue No:	3	Quality Document Type:	Policy
Date Reviewed:	01/09/2023	Ref:	TASH/T&L/RSHE
Approved by HoS	04/09/2023	Originator of this document is:	J Barker

The Academy at Shotton Hall wants to ensure young people from a range of backgrounds and those with diverse needs feel they belong in this school. We recognise this is bigger than just in the classroom. The school community, the environment and the interactions and relationships within our school must be considered for a true inclusive environment. Please see our Equality policy for further information.

Ethnic, Cultural and Religious Groups

The Academy at Shotton Hall will be sensitive to the religious backgrounds of pupils and comply with the relevant provisions of the Equality Act 2010. Easington Academy will teach about faith perspectives and teachings about a variety of topics.

Pupils with special educational needs and disabilities (SEND)

We will ensure that all young people receive RSHE, and we will offer provision appropriate to the needs of all our students, taking specialist advice where necessary. It is important the SEND pupils receive the knowledge they need to build up their independence.

The Academy is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education can also be a priority for some pupils, for example some with Social, Emotional and Mental Health Needs or learning disabilities.

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

Gender, Identity and Sexual Orientation

The RSHE lead will ensure that LGBTQIA+ content is fully integrated into the programme of study and threads across the curriculum. Schools are free to determine how they do this; all pupils will be taught LGBTQIA+ content at a timely point. We aim to deal sensitively and honestly regarding gender, sexual orientation, and identity, and to answer appropriate questions and offer support. Young people, whatever their developing identity and sexuality need to feel that RSHE is relevant to them.

No-one is treated in any way less favourably on the grounds of age, race, disability, gender reassignment, sexual orientation, sex, marriage & civil partnership, pregnancy & maternity, religion/ belief, or political/ other personal beliefs.

The Academy at Shotton Hall will ensure an equal opportunity to explore the features of same-sex relationships. This will be integrated into programmes of study and will not be taught as a standalone unit or lesson.

The Academy at Shotton Hall will not teach about the broader concept of identity. Students will be taught the law of gender reassignment and that an individual must be 18 before they can legally reassign their gender. They will be taught that a child's legal sex will always be the same as their biological sex and, at school, boys cannot legally be classed as girls or vice versa. Our pastoral support beyond lessons will be directed by statutory guidance including KCSIE 2024.

Issue No:	3	Quality Document Type:	Policy
Date Reviewed:	01/09/2023	Ref:	TASH/T&L/RSHE
Approved by HoS	04/09/2023	Originator of this document is:	J Barker

13. Physical health and mental wellbeing

The Academy at Shotton Hall acknowledges that the aim of teaching students about Physical Health and Mental Wellbeing is to provide them with the information that they need to:

- Make good decisions about their own health and wellbeing.
- Recognise signs of concern within themselves or others.
- Be aware of their own emotional health and wellbeing.
- Be able to check in with how they are feeling and express those feelings in a timely manner to the appropriate support system at home or within school.
- Be aware of the impact that online activity can have on their own and other people's mental wellbeing.
- Be conscious of the links between good physical health and positive mental wellbeing.
- Recognise the importance of self-control and the ability to self-regulate, and strategies for doing so.
- Be resilient even when faced with adverse or challenging situations.
- Remain confident in their own ability to overcome issues and persevere when necessary.
- Respond calmly and rationally in a variety of challenging situations.
- Understand that being physically active is an important aspect of an individual's health.
- Make good choices with regards to diet and exercise.
- Follow government guidelines about healthy eating.

Effective teaching and pastoral support within the Academy at Shotton Hall will aim to reduce the stigma attached to health issues, particularly those to do with mental wellbeing. The Academy at Shotton Hall will endeavour to create an atmosphere that encourages openness and enables students to seek any necessary help and advice that students may need throughout their time at the Academy.

14. Menstruation and the changing adolescent body

The onset of menstruation can be confusing or even alarming for girls if they are not prepared. 48% of girls aged 14-21 in the UK were embarrassed by their periods. 14% of girls admitted that they did not know what was happening when they started their period and 26% reported that they did not know what to do when they started their period. 78% of girls didn't feel comfortable discussing their period with their teacher. As a consequence of this here at the Academy at Shotton Hall pupils will be taught key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health. This will be delivered through science lessons and within Sept time. Within school all Heads of Year as well as the Pastoral team and reception can provide students with sanitary

Issue No:	3	Quality Document Type:	Policy
Date Reviewed:	01/09/2023	Ref:	TASH/T&L/RSHE
Approved by HoS	04/09/2023	Originator of this document is:	J Barker

products. We aim to help reduce the proportion of girls who sometimes miss school because of their period.

Further from this we also aim to educate all students about the changes that are taking place during puberty. Within Science lessons discussions around the physical changes which are happening will take place. Within P4L lessons and Sept time students will have the opportunity to explore the impact that changing hormones have and will aim to normalise and support all aspects of 'growing up'.

15. Parents' right to withdraw

Parents/carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Parents do not have the right to request withdrawal from relationships education, which will not include topics which involve explaining different forms of sexual activity. Before granting any such request, the Head of School will discuss the request with the parent/carer and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

Following the discussions, except in exceptional circumstances, the Academy will respect the parents' request to withdraw their child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will arrange to provide the child with sex education during one of those terms.

The Head of School will ensure that where a student is excused from sex education, the student will receive appropriate, purposeful education during the period of withdrawal.

There is no right to withdraw from the National Curriculum.

16. Working with external agencies

The Academy is aware that working with external partners will enhance the delivery of RSHE and will provide support by bringing in specialist knowledge and implement different ways of engaging with young people.

Where the Academy use external agencies, the credentials of the visiting organisation and any visitors linked to the agency will be checked. The Academy will also ensure that the teaching delivered by the visitor fits with the planned programme and the published policy.

The Academy will work with external agencies to ensure that the content delivered is age-appropriate and accessible for all pupils. Any materials that are used as part of the delivery must be approved by the Academy in advance of the session.

Issue No:	3	Quality Document Type:	Policy
Date Reviewed:	01/09/2023	Ref:	TASH/T&L/RSHE
Approved by HoS	04/09/2023	Originator of this document is:	J Barker

The Head of School will take reasonably practicable steps to secure that where political issues are brought to the attention of students, they are offered a balanced presentation of opposing views.

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

17. Working with Health Professionals

Health professionals in school are bound by their codes of conduct but have a duty to share information with relevant others, if they believe that a child is suffering abuse.

Fraser Guidelines

It is good practice for doctors and other health professionals to follow the criteria outlined by Lord Fraser in 1985, "The House of Lords" ruling commonly known as the Fraser Guidelines which states that:

- The young person understands the health professional's advice.
- The health professional cannot persuade the young person to inform his or her parents or allow the doctor to inform the parents that he or she is seeking contraceptive treatment.
- The young person is very likely to begin or continue having intercourse with or without contraceptive treatment.
- Unless he or she receives contraceptive advice or treatment, the young person's physical or mental health or both are likely to suffer.
- The young person's best interests require the health professionals to give contraceptive advice, treatment, or both without parental consent.

These procedures are read in conjunction with the Durham LSCB protection procedures with special reference to Sections 3 'Referral and Investigation' and Section 6.13 'Sexually Active Children under 18.'

Young People under the age of 13 years

A child under 13 is not legally capable of consenting to sexual activity. Any offence under The Sexual Offences Act 2003 involving a child under 13 is very serious and should be taken to indicate a risk of significant harm to the child. Cases involving under 13's should always be discussed with the nominated child protection lead.

Under the Sexual Offences Act, penetrative sex with a child under the age of 13 is classed as rape. Therefore, in all cases where the sexually active young person is under 13, a referral should be made to First Contact identifying the young person, and the sexual partner if known. Following this, a Strategy Meeting or discussion will be

Issue No:	3	Quality Document Type:	Policy
Date Reviewed:	01/09/2023	Ref:	TASH/T&L/RSHE
Approved by HoS	04/09/2023	Originator of this document is:	J Barker

held. The meeting will involve a Team Manager, Social Worker, Police, Health Worker, Education and Welfare and other relevant agencies, to discuss appropriate next steps.

Where the allegation concerns penetrative sex, or other intimate sexual activity occurs, there would always be reasonable cause to suspect that a child, whether girl or boy, is suffering or likely to suffer significant harm. All cases involving under 13's should be fully documented and reported.

Young people between 13 – 16 years

Sexual activity with a young person in this age group is a criminal offence under the Sexual Offences Act 2003. The Act reinforces that whilst mutually agreed, non-exploitive, nor coercive sexual activity between teenagers does take place and that often no harm comes from it, the legal age of consent remains 16. This acknowledges that this group of young people is still vulnerable, even when they do not view themselves as such. Recent changes in law around consent places the emphasis on proving that consent is secured by the person initiating sex, and not the assumption that it has been obtained from the other person. This is based on them being free, able, has capacity to give consent, and that on each occasion it is negotiated and agreed.

Consideration should be given in every case of sexual activity involving 13-15-year olds as to whether a discussion with other agencies and whether a referral should be made to Safeguarding and Specialist Services. Cases of concern should be discussed with the nominated child protection lead and subsequently with other agencies as required.

When confidentiality needs to be preserved a discussion can still take place as long as it does not identify the child (directly or indirectly).

Where there is a reasonable cause to suspect that significant harm to a child has occurred/might occur, there should be a presumption that the case is reported to Safeguarding and Specialist Service.

All cases should be carefully documented including when a decision is taken not to share information.

18. Safeguarding, reports of abuse and confidentiality

The Academy recognises that at the heart of RSHE, the focus is on keeping children safe, and acknowledges the significant role played in preventative education.

In our Academies, we will allow children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children will be made aware of the processes to enable them to raise their concerns or make a report and how any report will be handled. This will also include processes when they have a concern about a peer or friend.

Issue No:	3	Quality Document Type:	Policy
Date Reviewed:	01/09/2023	Ref:	TASH/T&L/RSHE
Approved by HoS	04/09/2023	Originator of this document is:	J Barker

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

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

19. Assessment and Evaluation

Assessment is carried out, where appropriate and involves teacher, student and peer assessment of knowledge and understanding, interpersonal skills, and attitudes. The school will monitor progress and impact through the delivery of RSHE.

At the Academy at Shotton Hall all staff will use scientifically correct terminology for the body parts including the genitals, breasts, and pubic hair, to avoid misunderstandings and to ambiguity. Using the correct language strengthens our approach to safeguarding students and links strongly to RSHE.

It is the responsibility if the PHSE Co-ordinator to oversee the monitoring and evaluation of PHSE, in the context of the overall Academy plans for the monitoring the quality of teaching and learning.

Ofsted is required to evaluate and report personal development, behaviour, and welfare as well as spiritual, moral, social, and cultural development of students.

Appendix 1

Relationships, Sex and Health Education Content (Secondary)

The Academy will cover the following content by the end of secondary:

Families	<p>Pupils should know:</p> <ol style="list-style-type: none"> 1. That there are different types of committed, stable relationships. 2. How these relationships might contribute to wellbeing, and their importance for bringing up children.
-----------------	--

Issue No:	3	Quality Document Type:	Policy
Date Reviewed:	01/09/2023	Ref:	TASH/T&L/RSHE
Approved by HoS	04/09/2023	Originator of this document is:	J Barker

	<p>3. Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony.</p> <p>4. That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children.</p> <p>5. That forced marriage and marrying before the age of 18 are illegal.</p> <p>6. How families and relationships change over time, including through birth, death, separation and new relationships.</p> <p>7. The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development.</p> <p>8. How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust.</p>
Respectful relationships	<p>Pupils should know:</p> <p>1. The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships.</p> <p>2. How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal.</p> <p>3. The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others.</p> <p>4. What tolerance requires, including the importance of tolerance of other people's beliefs.</p> <p>5. The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict.</p> <p>6. The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help.</p> <p>7. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.</p> <p>8. The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent</p>

	<p>and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok.</p> <p>9. How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice.</p> <p>10. How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others.</p> <p>11. How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others.</p> <p>12. Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called "involuntary celibates" (incels) or online influencers.</p>
Wellbeing Online	<p>Pupils should know:</p> <ol style="list-style-type: none"> 1. About the benefits of limiting 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. 2. 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; the impact that an over-reliance on online relationships, including relationships formed through social media, can have. 3. 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. 4. The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt. 5. How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories. 6. The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online.

	7. The serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it.
Online Safety and Awareness	<p>Pupils should know:</p> <ol style="list-style-type: none"> 1. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. 2. Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues. 3. The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online. 4. Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images. 5. That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime. 6. What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online. 7. About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them. 8. That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong.

Issue No:	3	Quality Document Type:	Policy
Date Reviewed:	01/09/2023	Ref:	TASH/T&L/RSHE
Approved by HoS	04/09/2023	Originator of this document is:	J Barker

	<p>9. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.</p> <p>10. How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns.</p> <p>11. That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it.</p> <p>12. How information and data is generated, collected, shared and used online.</p> <p>13. That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising).</p> <p>14. That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion.</p> <p>15. That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk.</p>
Being Safe	<p>Pupils should know:</p> <p>1. How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent.</p> <p>2. That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others.</p> <p>3. How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed.</p> <p>4. How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on them importance of trusting their instincts when</p>

	<p>something doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions.</p> <p>5. What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it.</p> <p>6. That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting.</p> <p>7. The concepts and laws relating to sexual violence, including rape and sexual assault.</p> <p>8. The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language.</p> <p>9. The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.</p> <p>10. That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.</p> <p>11. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.</p> <p>12. The concepts and laws relating to forced marriage.</p> <p>13. The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible.</p> <p>14. That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death.</p> <p>15. That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful.</p> <p>16. How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault.</p>
Intimate and sexual relationships, including sexual health	<p>Pupils should know:</p> <p>1. That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.</p>

	<p>2. The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex.</p> <p>3. Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent.</p> <p>4. 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.</p> <p>5. That some sexual behaviours can be harmful.</p> <p>6. The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision-making.</p> <p>7. That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help.</p> <p>8. How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma</p> <p>9. The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment.</p> <p>10. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.</p> <p>11. How and where to seek support for concerns around sexual relationships including sexual violence or harms.</p> <p>12. How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment.</p>
Mental wellbeing	<p>Pupils should know:</p> <p>1. How to talk about their emotions accurately and sensitively, using appropriate vocabulary.</p> <p>2. The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness.</p> <p>3. That happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed.</p>

	<p>4. That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal.</p> <p>5. Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully-presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions.</p> <p>6. How to critically evaluate which activities will contribute to their overall wellbeing. Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it's possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it.</p> <p>7. That gambling can lead to serious mental health harms, including anxiety, depression, and suicide, and that some gambling products are more likely to cause these harms than others.</p> <p>8. That the co-occurrence of alcohol/drug use and poor mental health is common and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug use can trigger mental health problems or exacerbate existing ones. That stopping smoking can improve people's mental health and decrease anxiety.</p>
Wellbeing Online	<p>Pupils should know:</p> <p>1. About the benefits of limiting 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.</p> <p>2. 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; the impact that an over-reliance on online relationships, including relationships formed through social media, can have.</p> <p>3. 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.</p> <p>4. The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt.</p> <p>5. How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories.</p> <p>6. The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online.</p>

	7. The serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it.
Physical health and fitness	<p>Pupils should know</p> <ol style="list-style-type: none"> 1. The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health. 2. Factual information about the prevalence and characteristics of more serious health conditions. 3. That physical activity can promote wellbeing and combat stress. 4. The science relating to blood, organ and stem cell donation.
Healthy eating	<p>Pupils should know</p> <ol style="list-style-type: none"> 1. How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease. 2. The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease. 3. The impacts of alcohol on diet and unhealthy weight gain.
Drugs, alcohol & tobacco	<p>Pupils should know</p> <ol style="list-style-type: none"> 1. The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health 2. The law relating to the supply and possession of illegal substances. 3. The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol. 4. The physical and psychological consequences of problem-use of alcohol, including alcohol dependency. 5. The dangers of the misuse of prescribed and over-the-counter medicines. 6. The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so. 7. The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.
Health protection and prevention, and understanding	<p>Pupils should know</p> <ol style="list-style-type: none"> 1. Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics.

the healthcare system	<p>2. Dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing consumption of sugar-containing food and drinks, and regular check-ups at the dentist.</p> <p>3. How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals.</p> <p>4. The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening.</p> <p>5. The facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.</p> <p>6. The importance of sufficient good-quality sleep for good health, the importance of screen-free time before bed and removing phones from the bedroom, and how a lack of sleep can affect weight, mood and ability to learn.</p> <p>7. The importance of healthy behaviours before and during pregnancy, including the importance of pre-conception health, including taking folic acid. The importance of pelvic floor health. Information on miscarriage and pregnancy loss, and how to access care and support.</p> <p>8. How to navigate their local healthcare system: what a GP is; when to use A&E / minor injuries; accessing sexual health and family planning clinics; the role of local pharmacies; and how to seek help via local third sector partners which may have specialist services.</p> <p>9. The concept of Gillick competence. That the legal age of medical consent is 16. That before this, a child's parents will have responsibility for consenting to medical treatment on their behalf unless they are Gillick competent to take this decision for themselves. Pupils should understand the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment.</p>
Basic first aid	<p>Pupils should know</p> <ol style="list-style-type: none"> 1. Basic treatment for common injuries and ailments. 2. Life-saving skills, including how to administer CPR. 3. The purpose of defibrillators, when one might be needed and who can use them.
Changing adolescent body	<p>Pupils should know</p> <ol style="list-style-type: none"> 1. The main changes which take place in males and females, and the implications for emotional and physical health. 2. The facts about puberty, the changing adolescent body, including brain development. 3. About menstrual and gynaecological health, including: what is an average period; period problems such as premenstrual syndrome; heavy menstrual bleeding; endometriosis; and polycystic ovary syndrome (PCOS). When to seek help from healthcare professionals.

	4. The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.
--	--