



# HERITAGE HOUSE SCHOOL

## RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY

**Approved by:** [ Governing Body ] **Date:** [ 20<sup>th</sup> October 2022 ]

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## 1. Aims

The aims of relationships, health and sex education (RSHE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Provide individualised provision to ensure the needs of all learners are met
- Prepare learners for puberty, and give them an understanding of sexual development and the importance of health and hygiene appropriate for their developmental stage
- Help learners develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach learners the correct vocabulary to describe themselves and their bodies
- Ensure that their teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

## 2. Statutory requirements

As a maintained special education school we must provide relationships education to all learners as per section 34 of the [Learnerren and Social work act 2017](#).

Teaching of Relationship, Sex and Health Education at Heritage House School is designed and adapted to the needs of each individual learner. Sex education is not statutory until the age of 11.

In teaching RSHE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Heritage House School, we teach RSHE as set out in this policy.

### **3. Policy development**

Relationships, Sex and Health Education are delivered by teachers and Learning Support Assistants as part of timetabled sessions. All students are taught in a weekly session, in addition to the daily opportunities that arise during social opportunities and when assisting the development of peer relationships. Assembly topics and special events may also feature this curriculum content.

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Learner consultation – we investigated what exactly learners want from their RSHE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

### **4. Definition**

RSHE is about

- the emotional, social and cultural development of learners
- learning about relationships
- learning about sexual health and sexuality
- healthy lifestyles and healthy eating
- physical health and fitness
- diversity and personal identity
- the changes in an adolescent body
- information about drugs, alcohol and Tabaco

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

RSHE is not about the promotion of sexual activity.

## 5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

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

Sex education is not compulsory before the age of 11. At Heritage House School, we aim to deliver a personalised and developmentally appropriate curriculum to meet the needs of the individual learner.

## 6. Delivery of RSHE

RSHE is taught within the personal, social, health and economic (PSHE – Heritage House School Curriculum) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in assemblies and social interactions.

RSHE focuses on teaching the fundamental building blocks and characteristics of positive relationships. Also, RSHE aims to give young people the information they need to help them develop healthy, nurturing relationships of all kinds.

Phase 1 – Adventurers	Phase 2 – Investigators	Phase 3 – Discoverers
<ul style="list-style-type: none"> <li>➤ Families and people who care for me</li> <li>➤ Caring friendships</li> <li>➤ Respectful relationships</li> <li>➤ Online relationships</li> <li>➤ Being safe</li> <li>➤ Scientifically correct names for body parts</li> <li>➤ Emotions</li> <li>➤ Hygiene</li> </ul>	<ul style="list-style-type: none"> <li>➤ Families and people who care for me</li> <li>➤ Caring friendships</li> <li>➤ Respectful relationships</li> <li>➤ Online relationships</li> <li>➤ Being safe</li> <li>➤ Emotions</li> <li>➤ Online and media</li> <li>➤ Intimate and sexual relationships, including sexual health</li> <li>➤ Puberty</li> <li>➤ Menstrual wellbeing</li> <li>➤ Basic first aid</li> <li>➤ Physical health and fitness</li> </ul>	<ul style="list-style-type: none"> <li>➤ Families</li> <li>➤ Respectful relationships, including friendships</li> <li>➤ Online and media</li> <li>➤ Being safe</li> <li>➤ Intimate and sexual relationships, including sexual health</li> <li>➤ Changes to bodies</li> <li>➤ Menstrual wellbeing</li> <li>➤ Mental wellbeing and emotions</li> <li>➤ Physical health and fitness</li> <li>➤ Healthy eating</li> <li>➤ Information about drugs, Tabaco and alcohol</li> <li>➤ Hygiene</li> <li>➤ First aid</li> </ul>

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

**There may be crossovers in what is delivered in each phase based of the individual needs of the learners.**

## **7. Roles and responsibilities**

### **7.1 The governing board**

The governing board will approve the RSHE policy, and hold the head teacher to account for its implementation.

### **7.2 The head teacher**

The head teacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw learners from non-statutory components of RSHE (see section 8).

### **7.3 Staff**

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual learners
- Responding appropriately to learners whose parents wish them to be withdrawn from the non-statutory components of RSHE
- All class teachers have a responsibility to deliver at least 1 weekly session that is developmentally appropriate, sensitive and in line with government statutory guidance.

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

### **7.4 Learners**

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

## 8. Parents' right to withdraw

Relationship education	Sex education	Health education
Parents do not have the right to withdraw their children from relationships education.	Parents have the right to withdraw their learner from the non-statutory components of sex education within RSHE up to and until 3 terms before the child turns 16. After this, if a child wishes to receive sex education rather than being withdrawn, the school will arrange this.	Parents do not have the right to withdraw their learner from health education.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the head teacher. A copy of withdrawal requests will be placed in the learners' educational record. The head teacher will discuss the request with parents and take appropriate action. Alternative work will be given to learners who are withdrawn from sex education.

## 9. Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.

The head teacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

## 10. Monitoring arrangements

The delivery of RSHE is monitored by the head teacher through:

- Learning walks
- Moderation of personalised planning
- Informal and formal observations of learners

Learner's development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the head teacher annually. At every review, the policy will be approved by the governing board and the head teacher.

## Appendix 1: Curriculum map

<b>RSHE CURRICULUM MAP – HERITAGE HOUSE SCHOOL</b>			
	<b>Phase 1 – Adventurers</b>	<b>Phase 2 – Investigators</b>	<b>Phase 3 – Discoverers</b>
<b>Relationship Education (Autumn terms)</b>	<ul style="list-style-type: none"> <li>➤ Families and friendships</li> <li>➤ Staying safe</li> <li>➤ The online world</li> </ul>	<ul style="list-style-type: none"> <li>➤ Different relationships</li> <li>➤ Staying safe using the internet</li> <li>➤ Staying safe out and about</li> </ul>	<ul style="list-style-type: none"> <li>➤ Respectful relationships</li> <li>➤ Staying safe online</li> <li>➤ Awareness of strangers,</li> </ul>
<b>Sex Education (Spring terms)</b>	<ul style="list-style-type: none"> <li>➤ Our bodies are different</li> <li>➤ Growing and changing</li> </ul>	<ul style="list-style-type: none"> <li>➤ Lifecycles and babies</li> <li>➤ Body parts</li> </ul>	<ul style="list-style-type: none"> <li>➤ Sexual relationships and sexual health</li> <li>➤ Lifecycles and pregnancy</li> </ul>
<b>Health Education (Summer terms)</b>	<ul style="list-style-type: none"> <li>➤ Keeping healthy and happy</li> <li>➤ Eating healthily</li> <li>➤ Terrific teeth</li> </ul>	<ul style="list-style-type: none"> <li>➤ My mental wellbeing</li> <li>➤ First aid</li> <li>➤ Drugs and alcohol</li> <li>➤ Healthy choices (food and exercise)</li> <li>➤ My changing body</li> </ul>	<ul style="list-style-type: none"> <li>➤ Physical health and fitness</li> <li>➤ Independent healthy choices</li> <li>➤ Drugs and alcohol</li> <li>➤ First aid</li> <li>➤ Puberty</li> </ul>



**Appendix 2: Relationships, Sex and Health Education: By the end of primary school learners should know (by the age of 11)**

TOPIC	LEARNERS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for learners 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 learner'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 learner'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>
Caring friendships	<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>

TOPIC	LEARNERS SHOULD KNOW
Respectful relationships	<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>
Online relationships	<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>

TOPIC	LEARNERS SHOULD KNOW
Being safe	<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 learners 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> <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>
Health education: mental wellbeing	<ul style="list-style-type: none"> <li>• That mental wellbeing is a normal part of daily life, in the same way as physical health</li> <li>• That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions That all humans experience in relation to different experiences and situations.</li> <li>• How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings.</li> <li>• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• Isolation and loneliness can affect learners and that it is very important for learners to discuss their feelings with an adult and seek support.</li> <li>• That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>• It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. Internet safety and harms</li> </ul>

TOPIC	LEARNERS SHOULD KNOW
Internet safety and harms	<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>
Physical health and fitness	<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>
Healthy eating	<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>
Drugs, alcohol and tobacco	<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>

TOPIC	LEARNERS SHOULD KNOW
Health and prevention	<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>
First aid	<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>
Changing adolescent body	<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> <li>• Lifecycles – human, animal and plant lifecycles</li> <li>• How a baby is conceived and born (Parents/carers have the right to withdraw)</li> <li>• Reproductive organs for humans</li> </ul>

Appendix 2: Relationships, Sex and Health Education: By the end of secondary school learners should know (by the age of 16)

TOPIC	LEARNERS SHOULD KNOW
Families	<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 learners</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 learners, including the characteristics of successful parenting</li> <li>• How to: determine whether other learners, 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>
Respectful relationships, including friendships	<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>

TOPIC	LEARNERS SHOULD KNOW
Online and media	<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>
Being safe	<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>

TOPIC	LEARNERS SHOULD KNOW
Intimate and sexual relationships, including sexual health (Parents/carers have the right to withdraw)	<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 friendships</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</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> <li>• Lifecycles – human, animal and plant lifecycles</li> <li>• How a baby is conceived and born</li> <li>• Reproductive organs for humans</li> </ul>



TOPIC	LEARNERS SHOULD KNOW
Mental wellbeing	<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>
Internet safety and harms	<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>
Physical health and fitness	<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>
Healthy eating	<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>

TOPIC	LEARNERS SHOULD KNOW
Drugs, alcohol and tobacco	<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>
Health and prevention	<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>• the benefits of regular self-examination and screening if appropriate</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>
Basic first aid	<ul style="list-style-type: none"> <li>• basic treatment for common injuries.</li> <li>• life-saving skills, including how to administer CPR.15 • the purpose of defibrillators and when one might be needed.</li> </ul>
Changing adolescent body	<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>

### Appendix 3: Parent form: withdrawal from sex education within RSHE



**HERITAGE HOUSE SCHOOL**

Learning Together Achieving Together

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	

## Appendix 4: Key Vocabulary

Phase 1 – Adventurers	Phase 2 - Investigators	Phase 3 - Discoverers
<ul style="list-style-type: none"> <li>• Feelings – sad, happy, cross, stressed</li> <li>• Comfortable and uncomfortable</li> <li>• Personal hygiene</li> <li>• Same, similar and different</li> <li>• Like and dislike</li> <li>• Healthy and unhealthy</li> <li>• Washing body / hair</li> <li>• Brushing teeth</li> <li>• Private</li> <li>• Penis</li> <li>• Vagina</li> <li>• Anus</li> <li>• Vulva</li> <li>• Disease</li> <li>• Bacteria</li> <li>• Help</li> <li>• Self-esteem</li> <li>• Bullying</li> <li>• Personal space</li> <li>• Privacy</li> <li>• Secret</li> <li>• Consent</li> <li>• Friendship</li> <li>• Family</li> <li>• Respect</li> <li>• Kiss</li> <li>• Hug</li> </ul>	<ul style="list-style-type: none"> <li>• Feelings – sad, happy, cross, stressed, anxious, scared</li> <li>• Comfortable and uncomfortable</li> <li>• Personal hygiene</li> <li>• Same, similar and different</li> <li>• Like and dislike</li> <li>• Healthy and unhealthy</li> <li>• Respect</li> <li>• Washing body / hair</li> <li>• Brushing teeth</li> <li>• Private</li> <li>• Pubic hair</li> <li>• Menstruation</li> <li>• Tampons</li> <li>• Sanitary towels/pads</li> <li>• Spots</li> <li>• Penis</li> <li>• Sperm</li> <li>• Semen</li> <li>• Vagina</li> <li>• Anus</li> <li>• Testicles</li> <li>• Breasts</li> <li>• Vulva</li> <li>• Disease</li> <li>• Bacteria</li> <li>• Help</li> <li>• Self-esteem</li> <li>• Hair</li> <li>• Bullying</li> <li>• Personal space</li> <li>• Privacy</li> <li>• Human rights</li> <li>• Secret</li> <li>• Consent</li> <li>• Aspiration</li> <li>• Compliment</li> <li>• Relationship</li> <li>• Friendship</li> <li>• Gender</li> <li>• Stereotype</li> <li>• Empathy</li> <li>• Foetus</li> <li>• Puberty</li> <li>• Identity</li> <li>• Marriage</li> <li>• Forced Marriage</li> <li>• Arranged marriage</li> </ul>	<ul style="list-style-type: none"> <li>• Feelings – sad, happy, cross, stressed, tired, poorly, bored, calm, focused, relaxed, unkind, aggressive, frustrated, excited, silly</li> <li>• Sexual feelings</li> <li>• Comfortable and uncomfortable</li> <li>• Personal hygiene</li> <li>• Same, similar and different</li> <li>• Like and dislike</li> <li>• Healthy and unhealthy</li> <li>• Respect</li> <li>• Washing body / hair</li> <li>• Brushing teeth</li> <li>• Private</li> <li>• Public hair</li> <li>• Facial hair</li> <li>• Menstruation</li> <li>• Tampons</li> <li>• Sanitary towels/pads</li> <li>• Spots</li> <li>• Penis</li> <li>• Vagina</li> <li>• Clitoris</li> <li>• Anus</li> <li>• Sperm</li> <li>• Semen</li> <li>• Egg</li> <li>• Pregnancy</li> <li>• Fertilisation</li> <li>• Conception</li> <li>• Sexual intercourse</li> <li>• Contraception (Pill, condom, injection)</li> <li>• Intimacy</li> <li>• Testicles</li> <li>• Breasts</li> <li>• Vulva</li> <li>• Sex</li> <li>• Erection</li> <li>• Circumcision</li> <li>• Wet dream</li> <li>• Ejaculation</li> <li>• Womb</li> <li>• Disease</li> <li>• Bacteria</li> <li>• Help</li> <li>• Self-esteem</li> </ul>

	<ul style="list-style-type: none"> <li>• Peer pressure</li> <li>• Hug</li> <li>• Kiss</li> <li>• Family</li> <li>• Fostering</li> <li>• Adoption</li> <li>• Life cycle</li> <li>• Reproduction</li> <li>• Online safety</li> <li>• Trust</li> <li>• Honest and lie</li> </ul>	<ul style="list-style-type: none"> <li>• Hair</li> <li>• Bullying</li> <li>• Personal space</li> <li>• Privacy</li> <li>• Human rights</li> <li>• Secret</li> <li>• Consent</li> <li>• Aspiration</li> <li>• Compliment</li> <li>• Relationship</li> <li>• Friendship</li> <li>• Trust</li> <li>• Honest and lie</li> <li>• Love</li> <li>• Gender</li> <li>• Stereotype</li> <li>• Empathy</li> <li>• Foetus</li> <li>• Puberty</li> <li>• Identity</li> <li>• Marriage</li> <li>• Forced Marriage</li> <li>• Arranged marriage</li> <li>• Peer pressure</li> <li>• Hug</li> <li>• Kiss</li> <li>• Family</li> <li>• Fostering</li> <li>• Adoption</li> <li>• Life cycle</li> <li>• Reproduction</li> <li>• Gay</li> <li>• Lesbian</li> <li>• Bisexual</li> <li>• Transgender</li> <li>• LGBTQ+</li> <li>• Homophobic, transphobic and biphobic</li> <li>• Racism</li> <li>• Personal information</li> <li>• Online safety</li> <li>• Body image</li> <li>• Female Genital Mutilation</li> </ul>
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