



**CASTLE COURT  
SCHOOL**

# **Relationships, Sex and Health Education (RSHE) Policy**

Reviewed: February 2026

Due for Review: February 2027

P Dunsford - Assistant Head (Pastoral)

# Castle Court School Mission Statement

## “The Lord gives wisdom” Proverbs 2:6 School Motto

At Castle Court we have a passion for excellence in everything that we do. The relationship between pupils and staff and the ability of staff to draw out the best from the children is fundamental. Our desire is to raise self-esteem, whilst providing a broad academic stimulus with opportunities for the children to excel in and outside the classroom. There is so much that we do to ensure that the children are happy, “if they are not happy, they will not learn”. Children grow up too quickly and we want those at Castle Court to have a real childhood.



Castle Court’s governance and leadership remain committed to our founders’ intention of providing all our pupils with a first-class, all-round education firmly rooted in Christian principles. These aspirations and values underpin all we do as we seek to encourage every member of the school community, whatever their faith or background, to strive for excellence. We want our pupils to be considerate, good friends with each other and grow in confidence as they interact with the modern world. Above all, we want everyone to feel part of a warm and welcoming family in which we all care for one another.

In this policy the Governors and teachers, in partnership with pupils and their parents, set out our rationale for and approach to Relationships Education, Relationships and Sex education and Health Education (RSHE).

## Definitions, rationale and ethos

This policy is based on the DfE's new statutory guidance- Relationships Education, Relationships and Sex Education (RSE) and Health Education, July 2025. This is under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development. Effective teaching will help young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness. Effective teaching will also support prevention of harm by helping young people understand and identify when things are not right.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education (Years R to 6 at Castle Court) and Relationships and Sex Education (RSHE) compulsory for all pupils receiving secondary education (Years 7 to 8 at Castle Court). Whilst Health Education is not compulsory in independent schools, at Castle Court we believe that it is important that pupils learn about physical health and mental wellbeing and therefore Health Education is taught as part of the PSCHE scheme of work, which itself is part of our 'Character and Values Education' (CAVE) curriculum.

In all schools, teaching should reflect the law (including the Equality Act 2010) as it applies to all aspects of RSHE, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

A school such as ours, with a religious foundation, may teach the distinctive faith perspective on relationships, and balanced debate may take place about issues that are seen as contentious. The religious background of all pupils must be considered when planning teaching, so that the topics that are included in the core content are appropriately handled. Schools must ensure they comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics.

## Relationship and Sex Education

Relationship education focuses on building healthy, respectful, and safe connections (friendships, family, online safety), while sex education deals specifically with the biological, physical, and sexual health aspects, including consent and puberty.

## Key Differences and Components

### Relationship Education (Primary & Secondary Focus):

- **Focus:** Emotional and social aspects, building healthy foundations.
- **Topics:** Family structures, friendships, online relationships, respect, bullying, and recognising unsafe situations.
- **Primary School:** Mandatory, emphasising healthy friendships, boundaries, and family.

## **Sex Education (Secondary Focus):**

- **Focus:** Biological, physical, and health-related aspects of reproduction and sexuality.
- **Topics:** Puberty, reproduction, sexual health, consent, contraception
- **Secondary School:** Mandatory, focusing on risks, consent, and safe, healthy relationships.

## **The right of withdrawal**

Parents **do not** have the right to withdraw their pupils from relationships and health education, nor can they be withdrawn from topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction.

Everyone has relationships with others, and most pupils will develop sexual relationships at some point in their lives. Relationships education should equip pupils with the knowledge and skills they need to act with kindness and respect in all their relationships as they grow into adulthood, to enjoy their relationships, and to keep themselves and others safe.

Relationships education will focus on how to form and sustain positive relationships but will also help children identify risks and harms. Relationships education may therefore include topics related to preventing sexual abuse, for example, or avoiding sharing inappropriate material online. This can be done without describing the detail of any sexual activity involved. Similarly, good safeguarding practice requires young people to understand the correct terms for different parts of the body and to be able to confidently use these terms. This can be provided as part of health education in primary, without describing any detail of sexual activity

For Sex Education, parents are the main guides to their child, and they **do** have the right to withdraw their child from some or all the school's Sex Education classes. This is beyond what is covered in the science national curriculum if they feel that it is appropriate or necessary for their child.

At Castle Court our aim is that parents will be confident in the RSHE which the school is providing. We believe that the controlled environment of the classroom, with experienced teachers facilitating, is a safe place for discussions on sensitive matters.

Should parents wish to withdraw their children, they are asked to initially notify the school of their wishes by contacting the Assistant Head (Pastoral). Communication can then take place with parents, and the child if appropriate, to understand the request and to clarify the nature and purpose of the curriculum. This is likely to include discussing the benefits of sex education, and any detrimental effects of withdrawal, including social and emotional impacts on the child, and the likelihood that the child will hear their peers' version of what was said in class, which may not be accurate. Castle Court School will document this process to ensure a record is kept. If a pupil is withdrawn from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

At Castle Court we will always send out guidance in advance about what and when lessons will cover sexual elements, although we acknowledge that questions about sex education are likely to be raised by pupils at other times. The school will aim to inform parents if a sensitive issue has arisen in school.

## **RSHE Policy at Castle Court.**

### **Aim of RSHE, Mission Statement and Values**

Our school's mission statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSHE is an integral part of this education. We want to teach RSHE because it is of intrinsic value to children in an ever-changing world. Furthermore, our aim in this policy is to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all people and develop caring and sensitive attitudes. It is in this context that we commit ourselves, in partnership with parents, to providing children and young people with a positive and careful sexual education which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Christian vision of education and the human person. Our programme is rooted in Christian values relating to the importance of stable relationships and family life

### **RSHE Policy Objectives**

#### **The policy aims to ensure that through RSHE, pupils:**

- develop confidence in talking, listening and thinking about feelings and relationships
- can correctly name parts of the body and describe how their bodies work
- can protect themselves and ask for help and support
- are prepared for their development into adulthood
- understand what love is in its different forms and contexts
- acquire information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings.

#### **We aim for our pupils to develop the following attitudes:**

- respect for all human relationships
- respect for the dignity of every human being – in their own person and in the person of others
- responsibility for their own actions and a recognition of the impact of these on others
- recognising and valuing their own sexual identity and that of others
- celebrating the gift of life-long, self-giving love
- recognising the importance of stable relationships
- valuing trust and honesty in relationships.

#### **We aim for pupils to develop the skills and attributes which enable them to:**

- make sound judgements and good choices which have integrity, and which are respectful of the individual's commitments
- form friendships and loving, stable relationships free from exploitation, abuse and bullying
- manage emotions within relationships
- manage conflict positively
- recognise the value of difference
- cultivate humility, mercy and compassion: learn to forgive and be forgiven

- develop self-esteem and confidence: demonstrate self-respect and empathy for others
- build resilience, resist and assess pressures, respond appropriately recognising the influence and impact of the media, internet and peer groups
- be patient, delay gratification and learn to recognise the appropriate stages in the development of relationships, and how to love faithfully
- assess risks and manage behaviours to minimise the risk to health and personal integrity.

### **We aim for our pupils to grow to know and understand:**

- the centrality and importance of love in guiding human living and relationships
- the physical and psychological changes that accompany puberty
- the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation
- how to manage fertility in a way which is compatible with their stage of life, their own values and commitments, including an understanding of contraception (Years 7 and 8)
- how to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice. (Years 7-8)

### **Curriculum Content**

Castle Court School educates both primary and secondary aged pupils and is fully aware of the curriculum content which needs to be taught to meet our statutory obligations.

### **Relationships education (Primary)**

The focus for primary relationships education is on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe. Building children's understanding and skills at primary is essential for preparing them for more complex content at secondary. For example, in primary school, children will learn skills for managing difficult feelings in their friendships, like disappointment or anger. This prepares them to reflect on how to behave with kindness in more complex or challenging relationships at secondary.

Castle Court School is sensitive to pupils' circumstances, recognising that families of many forms provide a nurturing environment for children, and can include single parent families, same-sex parents, families headed by grandparents, young carers, kinship carers, adoptive parents and foster parents/carers. Our CAVE lessons illustrate a wide range of family structures in a positive way, and care is always taken to ensure that children are not stigmatised based on their home circumstances.

Our primary relationships education is anchored in an understanding of positive relationships, but also seeks to equip children to keep themselves and others safe, and to recognise and report risks and abuse, including online. This is delivered by focusing on boundaries, privacy, and children's rights over their own bodies and personal information. Pupils are taught to understand what counts as unkind, controlling or abusive behaviour and to trust their instincts about behaviour that doesn't feel right. In addition, pupils will be taught about bullying, and how this can include the use of derogatory terms relating to sex, race, disability or sexual orientation.

Pupils are reminded often through our CAVE curriculum, how to report concerns and seek advice. While teaching children how to stay safe, including online, teachers are clear that being a victim of abuse is never the fault of the child. Our primary children are introduced to protective and preventative content in a way that does not cause unreasonable alarm and does not appear to normalise risky behaviours or activities. Teaching will always be age appropriate and respectful of all children, including those who may have no familiarity with the topics under discussion. More information about content to be covered by the end of the foundation stage can be found in Appendix 1 at the end of this policy.

### **Sex Education (Primary)**

Whilst we know that sex education is not compulsory in primary schools, we follow the recommendations of the DfE guidance that primaries teach sex education in years 5 and/or 6, which is in line with content about conception and birth, which forms part of the national curriculum for science. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. As a school, we consult with parents about the content of anything that will be taught within sex education. This process includes offering parents support in talking to their children about sex education and how to link this with what is being taught in school as well as advice about parents' right to request withdrawal from sex education.

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

RSE in our secondary stages (Years 7 & 8) provides a clear progression from primary relationships education. RSE provides young people with the information they need to develop healthy, safe and nurturing relationships of all kinds. This should include the knowledge they need in later life to keep themselves and others safe, and how to avoid sexually transmitted infections and unplanned pregnancies. Effective RSE focuses on respect for oneself and others and does not encourage or normalise early sexual experimentation. By supporting confidence and self-esteem, RSE will enable young people to make their own choices about whether or when to develop safe, fulfilling and healthy sexual relationships, once they reach the age of consent, and to resist pressure to have sex.

Effective teaching will be participative and interactive and will give pupils opportunities to develop skills and to discuss and critically evaluate complex relationship scenarios. A range of topics will be covered, including teaching children how to stay safe, including online. For pupils who are experiencing or have experienced unhealthy or unsafe relationships, including at home, we recognise that as a school, we have an important role to play as a place of consistency and safety where pupils can find support and guidance.

### **Health and wellbeing**

The aim of teaching about health and wellbeing is to enable pupils to make good decisions about their own health and wellbeing, to understand the links between physical and mental health, to recognise when things are not right in their own health or the health of others and to seek support when needed. Castle Court school supports pupils to develop strategies for self-regulation, perseverance and determination, even in the face of setbacks. Our teaching aims to reduce stigma attached to health issues, in particular relating to mental health, and discourages the pejorative use of language related to ill health. We promote a culture of openness, so that pupils can check their understanding and seek any necessary help and advice. Curriculum content related to puberty and

menstruation is taught through sensitive arrangements to help girls prepare for and manage menstruation, including with requests for period products.

### **Health and wellbeing: Primary**

Health education in our primary stages starts with the benefits and importance of physical activity, good nutrition and sufficient sleep, and supports pupils to develop emotional awareness. Our teaching emphasises the relationship between physical health and mental wellbeing, and the benefits of physical activity and time spent outdoors. In all our teaching on this subject, care is taken to avoid exposing pupils to concepts which are not appropriate for them.

### **Health and wellbeing: Secondary**

Teaching in our secondary stage (Years 7 & 8) builds on primary content, supporting pupils to understand their changing bodies and their feelings, how to protect their own health and wellbeing, and when a physical or mental health issue requires attention. Starting in the primary stage, the curriculum includes recognising and talking about emotions, looking after one's own and others' wellbeing, being worried about friendships, other relationships, and judging whether feelings or behaviour require support. Teachers discuss isolation, loneliness and bullying, and how to cope when things go wrong in life. It is also important to ensure pupils understand how to seek help from a trusted adult, including when they are concerned about another person.

## **Roles and Responsibilities**

### **All Staff**

RSHE is a whole school issue, and all teachers at Castle Court School have a responsibility of care for pupils who attend. As well as fostering academic progress, staff members actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils. Teachers are expected to teach RSHE in accordance with the Christian ethos of the school and appropriate training/support is made available for all staff teaching RSHE.

### **Head**

The Headteacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, and appropriate agencies.

### **Assistant Head (Pastoral/DSL)**

The Assistant Head (Pastoral) holds overall responsibility for the planning and delivery of the CAVE programme, supporting other members of staff in the implementation of this policy and being the lead practitioner in the dissemination of information relating to RSHE. The Assistant Head (Pastoral) will monitor the provision of the programme by sourcing and reviewing resources, seeking feedback from the pupils on the quality/relevance of the content and observing lessons. The programme will be evaluated regularly by this leader and the policy reviewed every year by the governors following appropriate evaluation processes.

## **Responsibility for teaching the programme**

Responsibility for the specific relationships and sex education programme lies with The Assistant Head (Pastoral). However, there is also a core team of staff who help to deliver the CAVE programme and are involved in developing the attitudes and values aspect of the RSHE programme. They provide role models for pupils of good, healthy relationships. They also contribute to the development of pupils' personal and social skills.

## **External Visitors**

Our school may call upon help and guidance from outside agencies and health specialists to deliver aspects of RSHE. Such visits will always complement the current programme and never substitute or replace teacher-led sessions.

It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. Any visitor must adhere to our Visiting Speakers Policy.

Health professionals should follow the school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques as other teachers would. (Distancing techniques means using scenarios and characters to discuss issues from various standpoints rather than asking for public personal responses)

## **Governors**

The governing body has wide responsibilities under the Equality Act 2010 to ensure that the school strives to do the best for all pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are 'looked after' children. The governing body will be mindful of these obligations as they undertake their responsibility to:

- Oversee the development of the RSHE policy, in consultation with parents and teachers
- Ensure that the policy is available to parents
- Ensure that the policy is in accordance with other whole school policies, e.g. Learning Development Policy, the ethos of the school and our Christian ethos
- Ensure that parents know of their right to withdraw their children from sex education
- Establish a link governor to share in the monitoring and evaluation of the programme, including resources used.
- Ensure that the policy provides proper and adequate coverage of relevant topics.

## **Teaching RSHE at Castle Court School**

### **A holistic and inclusive approach**

At Castle Court we believe that RSHE is a lifelong learning process. It is about a holistic approach which teaches respect, love and care and the benefits of making and maintaining stable relationships. We recognise that to be human is to experience feelings, seek connections with other people and develop relationships that may be physical or non-physical. RSHE seeks to enable our young people to feel positive about themselves, manage relationships and access the infrastructure of support to empower them to investigate all possible options available to them.

Our school's approach is sensitive to the age and aptitude of the children, but straightforward and factual in line with the law and good pedagogy. It aims to reflect the reality of young people's lives today, including the influence of television, online media including the internet, social media such as Tik Tok, Instagram etc, peer pressure and young people's literature.

### **A Balanced Curriculum**

Whilst teaching Christian values and explaining the bible's position on relevant matters, we ensure that pupils are offered a balanced programme by providing an RSHE curriculum that offers a range of viewpoints on issues. Pupils will also receive clear scientific information as well as covering the aspects of the law pertaining to RSHE. Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our school's Christian foundation. We ensure that pupils have access to the learning they need to stay safe, healthy and to understand their rights as individuals. Sensitive issues will be discussed carefully when they arise.

Further information on the content of the RSHE programme is provided in Appendix 1, 2 and 3 to this policy.

### **Teaching strategies for RSHE**

The attitudes and values, knowledge and understanding, and personal and social skills of RSHE will be provided in inter-related ways: through the whole school ethos; through cross-curricular teaching and through specific teaching in the relationships and sex curriculum.

Teaching strategies may include, for example:

- establishing ground rules
- distancing techniques
- discussion
- project learning
- reflection
- mind mapping, collecting all ideas
- film & video stimulus
- group work
- role-play
- sketching/drawing

- values clarification

Our teaching acknowledges that there are many different views and values represented in the school and in our society. Castle Court's teaching is underpinned by Christian values and covers biblical perspectives on marriage, family life and the nature of sexual love but also encourages balanced debate. All teachers need to be aware of their own views and values and how these may affect their approach, taking care not to allow these to dominate debates.

## **Assessment**

Assessment in RSHE (and more broadly PSHE) is very flexible and usually involves exercises, such as mind maps, scenarios and discussion-based activities, at the beginning and throughout each topic to see what ideas have been developed as a result of the learning activities. We log activities pupils undertake and give them an opportunity to reflect on their learning. Often this is followed up in Tutor Time.

## **Inclusion and Diversity**

We ensure RSHE is sensitive to the different needs of individual pupils in respect to pupils' levels of maturity and personal circumstances, for example, their own emerging sexual orientation, faith or culture. It is taught in a way that does not subject pupils to discrimination. Under the Equality Act 2010, it is unlawful to discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation. These are known as the protected characteristics.

Other lessons within our CAVE curriculum help pupils to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help. The school makes clear that sexual violence and sexual harassment are not acceptable and will not be tolerated. It should never be dismissed as 'banter' or 'just having a laugh.' Any report of sexual violence or harassment will be taken seriously and should be reported in line with the school's Child Protection Policy.

## **Safeguarding**

All lessons, especially those in the RSHE programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships and sex, developing appropriate personal and social skills and becoming appreciative of the values and attitudes which underpin the understanding of what it means to be fully human.

Discussions about sensitive topics in RSHE can lead to increased safeguarding reports. All staff at Castle Court School know what to do if they have concerns that a pupil is being neglected or abused, including those who have seen, heard or experienced the effects of domestic abuse. Our Child Protection policy is clear on the actions a staff member should take if there are any concerns about a child or young person's wellbeing and/or safety. If staff have any concerns about a child's welfare, they know how to act on them immediately. Staff know how to handle personal information with due care and know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the Designated Safeguarding Lead (or deputy leads). Staff will never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child. It is equally

important that children understand how confidentiality will be handled in a lesson and what might happen if they choose to make a report, about themselves or a peer. Pupils understand where they can report any concerns and seek help, including to external services if they do not feel comfortable talking to school staff.

### **Managing difficult questions**

As a school, we promote a healthy, positive atmosphere in which RSHE can take place. We ensure that pupils can ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from other children and young people. Pupils may ask questions about topics which go beyond any sex education covered by the school or relate to sex education from which they have been withdrawn. The school will handle such questions with sensitivity, always with an emphasis on supporting the child. This may include asking a pupil to speak to their parents or a trusted adult, signposting them to support services where needed, and recognising that children whose questions go unanswered might instead turn to inappropriate sources of information, including online. Teachers are encouraged to seek support from the Assistant Head (Pastoral) in handling difficult questions.

### **Controversial or Sensitive issues**

There are always sensitive or controversial issues in the field of RSHE. These may be a matter of maturity, of personal involvement or experience of children, of disagreement with biblical teachings, of illegal activity or other harmful activity. The school believes that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSHE programme. The use of ground rules, negotiated between teachers and pupils, helps to create a supportive climate for discussion.

Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, e.g., where a child or young person's questions hint at abuse, are deliberately provocative or are of a personal nature.

### **Partnership with Parents and Carers**

We recognise that parents (and other carers who stand in their place) are the primary educators of their children. As a school, we are helping parents in this process. The school will aim to inform parents/carers when the more sensitive aspects of RSHE will be covered in order that they can be prepared to talk and answer questions about their children's learning. However, issues sometimes arise spontaneously as part of discussions. If a teacher feels that a debate may have entered controversial territory, the parental group will be informed.

### **Relationship to other policies and curriculum subjects**

This RSHE policy is delivered as part of our CAVE (Character and Values Education) curriculum, by a core team of skilled staff. It includes guidelines about pupil safety and is compatible with the school's other policy documents (for example, the Anti-Bullying policy, Child Protection/Safeguarding and, Learning Development policies) The CAVE policy gives an overview of the wider PSHE requirements including Economic Wellbeing, Shared responsibilities and Futures Education.

Pupils with difficulties whether of a physical or intellectual nature will receive appropriately differentiated support to enable them to achieve mature knowledge, understanding and skills. Teaching methods will be adapted to meet the varying needs of this group.

## **Administrative matters**

### **Review of resources**

The Assistant Head (Pastoral), with the support of those delivering RSHE lessons, will review the quality and content of resources used on an ongoing basis, seeking feedback from the pupils and staff and reflecting on outcomes. The actual delivery of RSHE is monitored by The Assistant Head (Pastoral). This takes place through learning walks, pupil reflections and lesson observations.

### **Implementation and Review of Policy**

This policy will be reviewed every year by The Assistant Head (Pastoral) The next review date is February 2027

### **Dissemination**

This policy, once ratified by governors, will be available to all parents through the school's website and a copy will be available in the school office.

## Appendix 1

### Overview of the Department for Education's statutory requirements for Relationships, Sex and Health Education at primary

#### Relationships Education (primary)

By the end of primary education (Year 6)	KS1	KS2
Pupils should know:		
<ul style="list-style-type: none"> <li>that families are important for children growing up because they can give love, security and stability.</li> </ul>	✓	✓
<ul style="list-style-type: none"> <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> </ul>	✓	✓
<ul style="list-style-type: none"> <li>that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> </ul>	✓	✓
<ul style="list-style-type: none"> <li>that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> </ul>	✓	✓
<ul style="list-style-type: none"> <li>that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> </ul>	✓	✓
<ul style="list-style-type: none"> <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>	✓	✓
<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> </ul>	✓	✓
<ul style="list-style-type: none"> <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> </ul>	✓	✓
<ul style="list-style-type: none"> <li>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> </ul>	✓	✓
<ul style="list-style-type: none"> <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> </ul>	✓	✓
<ul style="list-style-type: none"> <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>	✓	✓
<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> </ul>	✓	✓
<ul style="list-style-type: none"> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> </ul>	✓	✓
<ul style="list-style-type: none"> <li>the conventions of courtesy and manners.</li> </ul>	✓	✓
<ul style="list-style-type: none"> <li>the importance of self-respect and how this links to their own happiness.</li> </ul>	✓	✓
<ul style="list-style-type: none"> <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> </ul>	✓	✓
<ul style="list-style-type: none"> <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> </ul>	✓	✓
<ul style="list-style-type: none"> <li>what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> </ul>	✓	✓
<ul style="list-style-type: none"> <li>the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>	✓	✓
<ul style="list-style-type: none"> <li>that people sometimes behave differently online, including by pretending to be someone they are not.</li> </ul>	✓	✓

<ul style="list-style-type: none"> <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> </ul>	✓	✓
<ul style="list-style-type: none"> <li>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> </ul>	✓	✓
<ul style="list-style-type: none"> <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> </ul>		✓
<ul style="list-style-type: none"> <li>how information and data is shared and used online.</li> </ul>		✓
<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> </ul>	✓	✓
<ul style="list-style-type: none"> <li>about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> </ul>	✓	✓
<ul style="list-style-type: none"> <li>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> </ul>	✓	✓
<ul style="list-style-type: none"> <li>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> </ul>	✓	✓
<ul style="list-style-type: none"> <li>how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> </ul>	✓	✓
<ul style="list-style-type: none"> <li>how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> </ul>	✓	✓
<ul style="list-style-type: none"> <li>how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> </ul>	✓	✓
<ul style="list-style-type: none"> <li>where to get advice e.g. family, school and/or other sources.</li> </ul>	✓	✓

### Health Education (primary)

<b>By the end of primary education (Year 6)</b>	<b>KS1</b>	<b>KS2</b>
<b>Pupils should know:</b>		
<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> </ul>	✓	✓
<ul style="list-style-type: none"> <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> </ul>	✓	✓
<ul style="list-style-type: none"> <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> </ul>	✓	✓
<ul style="list-style-type: none"> <li>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> </ul>	✓	✓
<ul style="list-style-type: none"> <li>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> </ul>	✓	✓
<ul style="list-style-type: none"> <li>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> </ul>	✓	✓
<ul style="list-style-type: none"> <li>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</li> </ul>	✓	✓
<ul style="list-style-type: none"> <li>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> </ul>	✓	✓
<ul style="list-style-type: none"> <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> </ul>	✓	✓

<ul style="list-style-type: none"> <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.</li> </ul>	✓	✓
<ul style="list-style-type: none"> <li>that for most people the internet is an integral part of life and has many benefits.</li> </ul>	✓	✓
<ul style="list-style-type: none"> <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> </ul>	✓	✓
<ul style="list-style-type: none"> <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> </ul>	✓	✓
<ul style="list-style-type: none"> <li>why social media, some computer games and online gaming, for example, are age restricted.</li> </ul>	✓	✓
<ul style="list-style-type: none"> <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> </ul>	✓	✓
<ul style="list-style-type: none"> <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> </ul>		✓
<ul style="list-style-type: none"> <li>where and how to report concerns and get support with issues online.</li> </ul>	✓	✓
<ul style="list-style-type: none"> <li>the characteristics and mental and physical benefits of an active lifestyle.</li> </ul>	✓	✓
<ul style="list-style-type: none"> <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> </ul>	✓	✓
<ul style="list-style-type: none"> <li>the risks associated with an inactive lifestyle (including obesity).</li> </ul>	✓	✓
<ul style="list-style-type: none"> <li>how and when to seek support including which adults to speak to in school if they are worried about their health</li> </ul>	✓	✓
<ul style="list-style-type: none"> <li>what constitutes a healthy diet (including understanding calories and other nutritional content).</li> </ul>	✓	✓
<ul style="list-style-type: none"> <li>the principles of planning and preparing a range of healthy meals.</li> </ul>	✓	✓
<ul style="list-style-type: none"> <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>	✓	✓
<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>		✓
<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> </ul>		✓
<ul style="list-style-type: none"> <li>about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> </ul>	✓	✓
<ul style="list-style-type: none"> <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> </ul>	✓	✓
<ul style="list-style-type: none"> <li>about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> </ul>	✓	✓
<ul style="list-style-type: none"> <li>about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> </ul>	✓	✓
<ul style="list-style-type: none"> <li>the facts and science relating to allergies, immunisation and vaccination.</li> </ul>		✓
<ul style="list-style-type: none"> <li>how to make a clear and efficient call to emergency services if necessary.</li> </ul>	✓	✓
<ul style="list-style-type: none"> <li>concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>		✓
<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> </ul>		✓
<ul style="list-style-type: none"> <li>about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>		✓

## Appendix 2

### The aspects of the Department for Education's statutory requirements for Relationships, Sex and Health Education which will be covered by the end of Year 8 at Castle Court

#### Relationships (secondary)

<b>By the end of Year 8</b> Pupils should know:
<ul style="list-style-type: none"><li>• that there are different types of committed, stable relationships.</li></ul>
<ul style="list-style-type: none"><li>• how these relationships might contribute to human happiness and their importance for bringing up children.</li></ul>
<ul style="list-style-type: none"><li>• why marriage is an important relationship choice for many couples and why it must be freely entered into.</li></ul>
<ul style="list-style-type: none"><li>• the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li></ul>
<ul style="list-style-type: none"><li>• how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</li></ul>
<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></ul>
<ul style="list-style-type: none"><li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li></ul>
<ul style="list-style-type: none"><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></ul>
<ul style="list-style-type: none"><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></ul>
<ul style="list-style-type: none"><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></ul>
<ul style="list-style-type: none"><li>• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li></ul>
<ul style="list-style-type: none"><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>
<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></ul>
<ul style="list-style-type: none"><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></ul>
<ul style="list-style-type: none"><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></ul>
<ul style="list-style-type: none"><li>• what to do and where to get support to report material or manage issues online.</li></ul>
<ul style="list-style-type: none"><li>• the impact of viewing harmful content.</li></ul>

<ul style="list-style-type: none"> <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> </ul>
<ul style="list-style-type: none"> <li>• how information and data is generated, collected, shared and used online.</li> </ul>
<ul style="list-style-type: none"> <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>
<ul style="list-style-type: none"> <li>• how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</li> </ul>
<ul style="list-style-type: none"> <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> </ul>
<ul style="list-style-type: none"> <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> </ul>
<ul style="list-style-type: none"> <li>• that they have a choice to delay sex or to enjoy intimacy without sex.</li> </ul>
<ul style="list-style-type: none"> <li>• the facts about the full range of contraceptive choices, efficacy and options available.</li> </ul>
<ul style="list-style-type: none"> <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> </ul>
<ul style="list-style-type: none"> <li>• about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> </ul>
<ul style="list-style-type: none"> <li>• how the use of alcohol and drugs can lead to risky sexual behaviour.</li> </ul>
<ul style="list-style-type: none"> <li>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>

### Health education (secondary)

<p><b>By the end of Year 8</b></p> <p>Pupils should know:</p>
<ul style="list-style-type: none"> <li>• how to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> </ul>
<ul style="list-style-type: none"> <li>• that happiness is linked to being connected to others.</li> </ul>
<ul style="list-style-type: none"> <li>• how to recognise the early signs of mental wellbeing concerns.</li> </ul>
<ul style="list-style-type: none"> <li>• common types of mental ill health (e.g. anxiety and depression).</li> </ul>
<ul style="list-style-type: none"> <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> </ul>
<ul style="list-style-type: none"> <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>
<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> </ul>
<ul style="list-style-type: none"> <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>
<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> </ul>

<ul style="list-style-type: none"> <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 cardio-vascular ill-health.</li> </ul>
<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>
<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>
<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> </ul>
<ul style="list-style-type: none"> <li>the law relating to the supply and possession of illegal substances.</li> </ul>
<ul style="list-style-type: none"> <li>the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</li> </ul>
<ul style="list-style-type: none"> <li>awareness of the dangers of drugs which are prescribed but still present serious health risks.</li> </ul>
<ul style="list-style-type: none"> <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>
<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> </ul>
<ul style="list-style-type: none"> <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> </ul>
<ul style="list-style-type: none"> <li>the facts and science relating to immunisation and vaccination.</li> </ul>
<ul style="list-style-type: none"> <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>
<ul style="list-style-type: none"> <li>basic treatment for common injuries.</li> </ul>
<ul style="list-style-type: none"> <li>life-saving skills, including how to administer CPR.</li> </ul>
<ul style="list-style-type: none"> <li>the purpose of defibrillators and when one might be needed.</li> </ul>
<ul style="list-style-type: none"> <li>key facts about puberty, the changing adolescent body and menstrual wellbeing.</li> </ul>
<ul style="list-style-type: none"> <li>the main changes which take place in males and females, and the implications for emotional and physical health.</li> </ul>