



Nottingham Roman Catholic  
**Diocesan Education Service**

# Relationships Education, Relationships and Sex Education and Health Education

Guidance for Schools - Curriculum

May 2020

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# Introduction

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Any teaching about love and sexual relationships in a Catholic school must be rooted in the Catholic Church's teaching about what it is to be truly human in Christ, what it means to live well in relationship with others and be presented within a positive framework of Christian virtue.

This document brings together guidance from the Catholic Education Service in the form of the model curricula for both primary and secondary schools and the statutory guidance published by the Department for Education. Whilst, clearly our teaching will be rooted in the teachings of the Catholic Church, we must nonetheless ensure that we comply with the legal requirements placed upon all schools. This could at first sight lead us to think that our beliefs and values are being challenged or questioned. However, we are involved in Relationships and Sex Education precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach to RSE therefore is rooted in the Catholic Church's teaching of the human person and is presented in a positive framework of Christian ideals.

Providing a programme that offers a range of viewpoints, teaches clear scientific information as well as covering the aspects of the law pertaining to RSE (in secondary schools – relating to issues such as forced marriage, the recognition and reporting of sexual abuse, female genital mutilation, abortion, the age of consent and legislation relating to equality for example) is not incompatible with the school's promotion of Catholic teaching. Pupils need access to the learning they need to stay safe, healthy and understand their rights as individuals.

## Pedagogical Principles (Catholic Education Service)

A good RSE programme must enshrine core pedagogical virtues – that it is, it must, above else, qualify as good education.

Therefore, it will be:

- ***Progressive & Developmental***

The learning needs to reflect each stage of the development of the person. It needs to be part of both the **primary** and **secondary** phase of education and it needs to be **appropriate** to the age and stage of development of children and young people during the different phases of their education. It also needs to be **continuous** and **developmental**. It should be a process which is planned from beginning to end with one phase of education informing the work of the next so that children and young people can be led to a deeper and fuller understanding by degrees at a rate which corresponds to their maturing.

- ***Differentiated***

Schools must ensure that RSE is sensitive to the **different needs of individual pupils** and is taught in a way that allows access to those pupils at different stages of cognitive and emotional development. Learning and teaching methods will need to be adapted and specialist resources and training will need to be provided for those with particular needs. Schools, therefore, should ensure that children with special educational needs and/or disabilities are not at any point withdrawn from RSE because of lack of resources and training or to catch up in other subjects.

- ***Cross-curricular***

Since a Catholic school is committed to the education of the **whole person**, teaching on relationships and sexuality needs to be reflected in each relevant part of the curriculum. Whilst, for example, some aspects of RSE will be more appropriately explored in science lessons and some more appropriately explored in RE lessons, each should be informed by the other. Each discipline should speak with consistency about the meaning of human love and the virtues that are enshrined in the Church's teaching on human love.

- ***Integrated***

A well-planned programme will not just ensure that there is **correspondence** between phases and across disciplines but will ensure that parents are fully involved in the planning and evaluation of the teaching of relationships and sexuality. Ideally, pupils should hear a consistent message about the meaning and value of human sexuality at home, in the parish and at school. This can only be achieved if the home, parish and school work to integrate the teaching of RSE.

- **Co-ordinated**

None of these educational goals are possible if RSE is not given the **time** and **importance** it deserves by those who plan and implement its delivery in school. RSE must be taken seriously by school leaders; led properly by someone who has the time and expertise to co-ordinate the subject with dedication and commitment at a senior level; taught by those committed to doing it well; **taught as part of a whole-school approach by those who are able to celebrate – not merely tolerate – the teaching of the Church on love and human sexuality.**

- **Balanced**

Whilst promoting Catholic virtues, schools should ensure that children and young people are offered a **broad** and **balanced** RSE programme which provides them with **clear factual, scientific information** when relevant and meets the **statutory requirements** placed on schools. In secondary schools, this includes teaching students about the laws relating to forced marriage, female genital mutilation, abortion and the equalities legislation (including the Marriage [Same Sex Couples] Act 2013).

# The Catholic Education Service Model Curricula

## Structure

The Catholic Education Service model curriculum covers EYFS, KS1, KS2, KS4, KS4 and KS5. It is based on three core themes within which there will be broad overlap. It is adaptable to the age and ability of the pupils.

The three themes are:

- **Theme 1 - Created and loved by God**  
*(this explores the individual)*

The Christian imperative to love self, made in the image and likeness of God, shows an understanding of the importance of valuing and understanding oneself as the basis for personal relationships.

<b>Education in virtue</b> <i>(see below)</i>
▪ Religious understanding of the human person: loving myself
▪ Me, my body and my health
▪ Emotional well-being and attitudes
▪ Life cycles and fertility

- **Theme 2 - Created to love others**  
*(this explores an individual's relationships with others)*

God is love. We are created out of love and for love. The command to love is the basis of all Christian morality.

<b>Education in virtue</b> <i>(see below)</i>
▪ Religious understanding of human relationships: loving others
▪ Personal relationships
▪ Keeping safe and people who can help me

- **Theme 3 - Created to live in community – local, national & global**  
*(this explores the individual's relationships with the wider world)*

Human beings are relational by nature and live in the wider community. Through our exchange with others, our mutual service and through dialogue, we attempt to proclaim and extend the Kingdom of God for the good of individuals and the good of society.

<b>Education in virtue</b> <i>(see below)</i>
▪ Religious understanding of the importance of human communities
▪ Living in the wider world

Each theme covers the core strands of 'Education in Virtue' and 'Religious Understanding' as well as strands which cover the PSHE content of the theme.

## Christian Virtue and RSE

Each theme begins with a statement of the virtues which are necessary to living well in relationship with others and these virtues should underpin the teaching but also should emerge as a consequence of it. Virtues are habits which are learned from experience and are gained through imitation, the same virtues being modelled by those who teach. They express the qualities of character that schools should seek to develop in their pupils, through their exemplification by the whole community of which the pupils are a part. These virtues reflect our Christian tradition but they are also, of course, fundamental human virtues which are universally shared.

### ▪ Theme 1 – Created and Loved by God

#### Education in Virtue

EYFS & KSI	KS2
<p>In a Catholic school, pupils are growing to be:</p> <ul style="list-style-type: none"> <li>▪ Respectful of their own bodies and character</li> <li>▪ Appreciative for blessings</li> <li>▪ Grateful to others and to God</li> <li>▪ Patient when they do not always get what they want</li> </ul>	<p>In a Catholic school, pupils are growing to be:</p> <ul style="list-style-type: none"> <li>▪ Respectful of their own bodies, character and giftedness</li> <li>▪ Appreciative for blessings</li> <li>▪ Grateful to others and to God</li> <li>▪ Self-disciplined and able to delay or forego gratification for the sake of greater goods</li> <li>▪ Discerning in their decision making</li> <li>▪ Determined and resilient in the face of difficulty</li> <li>▪ Courageous in the face of new situations and in facing their fears</li> </ul>

KS3	KS4 & KS5
<p>In a Catholic school, pupils are growing to be:</p> <ul style="list-style-type: none"> <li>▪ Respectful of their own bodies, character and giftedness</li> <li>▪ Appreciative for blessings</li> <li>▪ Grateful to others and to God</li> <li>▪ Self-disciplined and able to delay or forego gratification for the sake of greater goods</li> <li>▪ Discerning in their decision making</li> <li>▪ Determined and resilient in the face of difficulty</li> <li>▪ Courageous in the face of new situations and in facing their fears</li> </ul>	<p>In a Catholic school, pupils are growing to be:</p> <ul style="list-style-type: none"> <li>▪ Respectful of their own bodies, character and giftedness</li> <li>▪ Appreciative of blessings</li> <li>▪ Grateful to others and to God</li> <li>▪ Self-disciplined and able to delay or forego gratification for the sake of greater goods, appreciating the nature and importance of chastity in all relationships</li> <li>▪ Discerning in their decision making, able to exercise wisdom and good judgement</li> <li>▪ Determined and resilient in the face of difficulty, including the strength of character to stand up for truth and goodness in the face of pressure</li> <li>▪ Courageous in the face of new situations and in facing their fears, including the courage to be different</li> </ul>

▪ **Theme 2 – Created to love others**

**Education in Virtue**

<b>EYFS &amp; KSI</b>	<b>KS2</b>
<p>In a Catholic school, pupils are growing to be:</p> <ul style="list-style-type: none"> <li>▪ Friendly, able to make and keep friends</li> <li>▪ Caring, attentive to the needs of others and generous in their responses</li> <li>▪ Respectful of others, their uniqueness, their wants and their needs</li> <li>▪ Forgiving, able to say sorry and not hold grudges against those who have hurt them</li> <li>▪ Courteous, learning to say 'please' and 'thank you'</li> <li>▪ Honest, able to tell the difference between truth and lies</li> </ul>	<p>In a Catholic school, pupils are growing to be:</p> <ul style="list-style-type: none"> <li>▪ Loyal, able to develop and sustain friendships</li> <li>▪ Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble</li> <li>▪ Respectful, able to identify other people's personal space and respect the ways in which they are different</li> <li>▪ Forgiving, developing the skills to allow reconciliation in relationships</li> <li>▪ Courteous in their dealings with friends and strangers</li> <li>▪ Honest, committed to living truthfully and with integrity</li> </ul>

<b>KS3</b>	<b>KS4 &amp; KS5</b>
<p>In a Catholic school, pupils are growing to be:</p> <ul style="list-style-type: none"> <li>▪ Loyal, able to develop and sustain friendships</li> <li>▪ Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble</li> <li>▪ Respectful, able to identify other people's personal space and respect the ways in which they are different</li> <li>▪ Forgiving, developing the skills to allow reconciliation in relationships</li> <li>▪ Courteous in their dealings with friends and strangers</li> <li>▪ Honest, committed to living truthfully and with integrity</li> </ul>	<p>In a Catholic school, pupils are growing to be:</p> <ul style="list-style-type: none"> <li>▪ Loyal, able to develop and sustain friendships and the habits of commitment and compassion which make this possible</li> <li>▪ Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble, recognising the importance of self-sacrificing love in this context</li> <li>▪ Respectful, able to identify other people's personal space and respect the ways in which they are different, valuing difference and diversity</li> <li>▪ Forgiving, developing the skills to allow reconciliation in relationships including the ability to sincerely ask for and to offer forgiveness</li> <li>▪ Courteous in their dealings with friends and strangers, sensitive to the different ways courtesy is demonstrated in different contexts</li> <li>▪ Aware of the importance of honesty and integrity in all forms of communication</li> </ul>



▪ **Theme 3 – Created to live in community (local, national and global)**

**Education in Virtue**

<b>EYFS &amp; KS1</b>	<b>KS2</b>
<p>In a Catholic school, pupils are growing to be:</p> <ul style="list-style-type: none"> <li>▪ Just and fair in their treatment of other people, locally, nationally and globally</li> <li>▪ People who serve others, locally, nationally and globally</li> <li>▪ Active in their commitment to bring about change</li> </ul>	<p>In a Catholic school, pupils are growing to be:</p> <ul style="list-style-type: none"> <li>▪ Just, understanding the impact of their actions locally, nationally and globally</li> <li>▪ Self-giving, able to put aside their own wants in order to serve others locally, nationally and globally</li> <li>▪ Prophetic in their ability to identify injustice and speak out against it locally, nationally and globally</li> </ul>

<b>KS3</b>	<b>KS4 &amp; KS5</b>
<p>In a Catholic school, pupils are growing to be:</p> <ul style="list-style-type: none"> <li>▪ Just, understanding the impact of their actions locally, nationally and globally</li> <li>▪ Self-giving, able to put aside their own wants in order to serve others locally, nationally and globally</li> <li>▪ Prophetic in their ability to identify injustice and speak out against it locally, nationally and globally</li> </ul>	<p>In a Catholic school, pupils are growing to be:</p> <ul style="list-style-type: none"> <li>▪ Just, understanding the impact of their actions locally, nationally and globally, including the knowledge and understanding to ensure that such judgements are well-informed</li> <li>▪ Self-giving, able to put aside their own wants in order to serve others locally, nationally and globally, including a recognition of the importance of service as the purpose of human life</li> <li>▪ Prophetic in their ability to identify injustice and speak out against it locally, nationally and globally, including the recognition of the necessity to accept the unpopularity this often entails</li> </ul>

# The Statutory Requirements

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Schools must ensure that they comply with the statutory guidance on Relationships Education, Relationships and Sex Education and Health Education published by the DfE at all times.

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

Some of the key points from this document are included below:

The guidance states clearly (paragraphs 19-22) that **schools with a religious character** may teach the distinctive faith perspective on relationships but that all teaching should also reflect the law (including the Equality Act 2010).

Relationships Education, RSE and Health Education **must be accessible for all pupils**. This is particularly important when planning teaching for pupils with special educational needs and/or disabilities who represent a large minority of pupils (paragraphs 33 – 35).

In teaching Relationships Education and RSE, schools should ensure that **the needs of all pupils are appropriately met** and that all pupils understand the importance of equality and respect. Schools should ensure that all of their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum (paragraphs 36 – 37).

The issue of parents' **rights to withdraw** their children from sex education is dealt with in paragraphs 45 – 50. Please see also the diocesan guidance document (RSE – Parental Engagement).

As with any visitor, **schools are responsible for ensuring that they check the visitor or visiting organisation's credentials**. Use of visitors should be to enhance teaching by an appropriate member of the teaching staff, rather than as a replacement for teaching by those staff (paragraphs 51 – 53). Schools in the Diocese of Nottingham should use the diocesan 'visitor protocol' which accompanies these resources.

Teaching about **families** requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them (paragraph 59).

Through Relationships Education, schools should teach pupils the knowledge they need to **recognise** and to **report abuse**, including emotional, physical and sexual abuse (paragraph 62).

Primary-age pupils will often ask their teachers or other adults **questions pertaining to sex or sexuality** which go beyond what is set out for Relationships Education. The school's policy should cover how the school handles such questions. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information. Schools should consider what is appropriate and inappropriate in a whole-class setting, as teachers may require support and training in answering questions that are better not dealt with in front of a whole class (paragraphs 63 – 64).

**Sex education** is not compulsory in primary schools. It will be for primary schools to determine whether they need to cover additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so although this is not a requirement. It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science – how a baby is conceived and born. As well as consulting parents more generally about the school's overall policy, primary schools should consult parents before the final year of primary school about the detailed content of what will be taught. Schools must also ensure that their teaching materials are appropriate having regard to the age and religious backgrounds of their pupils. Schools will also want to recognise the significance of other factors, such as any special educational needs or disabilities of their pupils (paragraphs 65 – 68).

The aim of RSE (**secondary**) is to give young people the information they need to help them develop **healthy, nurturing relationships of all kinds**, not just intimate relationships. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). Effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life. This should be delivered in a non-judgemental, factual way and allow scope for young people to ask questions in a safe environment. As in primary school, secondary RSE can be underpinned by a wider, deliberate cultivation and practice of **resilience** and **character** in the individual. These should include character traits such as belief in achieving goals and persevering with tasks as well as personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance of self-respect and self-worth. Pupils should be taught the facts and **the law about sex, sexuality, sexual health and gender identity** in an age-appropriate and inclusive way. Schools may choose to explore **faith** or other perspectives, on some of these issues in other subjects such as Religious Education. **Grooming, sexual exploitation and domestic abuse**, including coercive and controlling behaviour should also be addressed sensitively and clearly. Schools should address

the physical and emotional damage caused by **female genital mutilation (FGM)**. **Internet safety** should also be addressed. Pupils should be taught the rules and principles for keeping safe online (paragraphs 69 – 81).

It is important to know what **the law** says about sex, relationships and young people, as well as broader safeguarding issues. Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including, for example (paragraph 82):

- Marriage
- Consent, including the age of consent
- Violence against women and girls
- Online behaviours including image and information sharing (sexting)
- Pornography
- Abortion
- Sexuality
- Gender identity
- Substance misuse
- Violence and exploitation by gangs
- Extremism/radicalisation
- Criminal exploitation (for example, ‘county lines’)
- Hate crime
- Female genital mutilation (FGM)

The aim of teaching pupils about **physical health and mental wellbeing** is to give them the information that they need to make good decisions about their own health and wellbeing. Effective teaching should aim to reduce stigma attached to health issues, in particular those to do with mental wellbeing. **Puberty** including menstruation should be covered in Health Education and should, as far as possible, be addressed before onset. This should ensure male and female pupils are prepared for changes they and their peers will experience (paragraphs 83 – 88).

Schools which demonstrate **effective practice** often ensure clear responsibility for these subjects by a senior teacher in a leadership position with dedicated time to lead specialist provision. All these subjects should be set in the context of a **wider-school approach** to supporting pupils to be safe, happy and prepared for life beyond school. The curriculum should proactively address issues in a timely way in line with current evidence on children’s physical, emotional and sexual development. This should be in line with **pupil need**, informed by **pupil voice** and participation in curriculum development and in response to issues as they arise in the school and wider community (paragraphs 111 – 113).

Schools should have the same **high expectations** of the quality of pupils’ work in these subjects as for other curriculum areas. Lessons should be planned to ensure that pupils of differing abilities, including the **most able** are suitably challenged (paragraphs 123 – 125).

## Relationships Education (Primary)

By the end of primary school, pupils should know:

<p><b>Families and people who care for me</b></p>	<ul style="list-style-type: none"> <li>▪ that families are important for children growing up because they can give love, security and stability.</li> <li>▪ the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>▪ that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> <li>▪ that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>▪ that <b>marriage</b> (see note below) 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>
<p><b>Caring friendships</b></p>	<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>
<p><b>Respectful relationships</b></p>	<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 peers, friends and adults.</li> </ul>

<p><b>Online relationships</b></p>	<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>
<p><b>Being safe</b></p>	<ul style="list-style-type: none"> <li>▪ what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>▪ about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>▪ that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>▪ how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <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>

*Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.*

## Relationships Education (Secondary)

Schools should continue to develop knowledge on topics specified for primary as required **and in addition** cover the following content by the end of secondary:

Pupils should know:

<p><b>Families</b></p>	<ul style="list-style-type: none"> <li>▪ that there are different types of committed, stable relationships.</li> <li>▪ how these relationships might contribute to human happiness and their importance for bringing up children.</li> <li>▪ what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.</li> <li>▪ why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> <li>▪ the characteristics and legal status of other types of long-term relationships.</li> <li>▪ the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li> <li>▪ how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</li> </ul>
<p><b>Respectful relationships, including friendships</b></p>	<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>
<p><b>Online and media</b></p>	<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>

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



# Physical Health and Mental Wellbeing (Primary)

By the end of primary school, pupils should know:

<p><b>Mental wellbeing</b></p>	<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 children and that it is very important for children 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.</li> </ul>
<p><b>Internet safety and harms</b></p>	<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>
<p><b>Physical health and fitness</b></p>	<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>
<p><b>Healthy eating</b></p>	<ul style="list-style-type: none"> <li>▪ what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>▪ the principles of planning and preparing a range of healthy meals.</li> <li>▪ the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>

<b>Drugs, alcohol and tobacco</b>	<ul style="list-style-type: none"> <li>▪ the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
<b>Health and prevention</b>	<ul style="list-style-type: none"> <li>▪ how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>▪ about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>▪ the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>▪ about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>▪ about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>▪ the facts and science relating to allergies, immunisation and vaccination.</li> </ul>
<b>Basic first aid</b>	<ul style="list-style-type: none"> <li>▪ how to make a clear and efficient call to emergency services if necessary.</li> <li>▪ concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
<b>Changing adolescent body</b>	<ul style="list-style-type: none"> <li>▪ key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>▪ about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>

## Physical Health and Mental Wellbeing (Secondary)

Schools should continue to develop knowledge on topics specified for primary as required **and in addition** cover the following content by the end of secondary:

Pupils should know:

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

<b>Basic first aid</b>	<ul style="list-style-type: none"> <li>▪ basic treatment for common injuries.</li> <li>▪ life-saving skills, including how to administer CPR.</li> <li>▪ the purpose of defibrillators and when one might be needed.</li> </ul>
<b>Changing adolescent body</b>	<ul style="list-style-type: none"> <li>▪ key facts about puberty, the changing adolescent body and menstrual wellbeing.</li> <li>▪ the main changes which take place in males and females, and the implications for emotional and physical health.</li> </ul>

## Resources

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Materials and resources chosen should take into account the development, maturity and cultural background of pupils as well as the ethos of the school. Materials used in schools must be in accordance with the Church's teaching, with the Relationships and Health Regulations framework and with the law. Resources must be made available as part of the consultation process. They should also be available on an annual basis so that parents can view them. Parents can then make an informed decision about withdrawing their children from Sex Education should they so wish.