

## The 3-18 Education Trust

# Relationships Education, Relationships and Sex Education and Physical Health and Mental Well-Being Policy for Consultation

*Every individual is in a great school.*

Consultation End Date: .....2024

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## Introduction

The 3-18 Education Trust (Trust) believes that in order to create a happy and successful adult life, children and young people need to have the self-confidence to make informed decisions about their wellbeing, health and relationships. Relationships Education and Relationships and Sex Education (RSE) is about giving children and young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. Health Education is giving pupils information to make well-informed, positive choices about their own health and wellbeing. The Trust recognises that physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.

The Trust has a responsibility under the Equality Act 2010 to ensure the best for all pupils at its schools irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion or sexual orientation. As a result, Relationships Education, RSE and Health Education will be sensitive to the different needs of individual pupils and may need to adapt and change over time to reflect the needs of the particular cohort. The Trust may also take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of a protected characteristic.

The Trust is aware of the need to be mindful of and respectful to a wide variety of faith and cultural beliefs across its schools, and will make every attempt to be appropriately sensitive; equally it is essential that children and young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals. The Trust believes that its pupils deserve the right to honest, clear, impartial scientific and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

All teaching will be sensitive and age appropriate in approach and content. Each school within our trust will teach pupils about lesbian, gay, bisexual and transgender (LGBT) and each school will decide when is the appropriate time to teach pupils about this. The Trust will ensure that this content is fully integrated into programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. The Trust will encourage wider pupil awareness of LGBT.

This policy has been developed in consultation with parents, pupils and staff from all schools within the Trust to ensure that it meets the needs of the whole Trust community.

Primary schools are legally required to provide Relationships Education and Health Education only. In line with DfE recommendations, all primary schools in our trust will also provide a programme of sex education which is tailored to the age and the physical and emotional maturity of the pupils. Parents have the right to withdraw their pupils from the sex education element of the curriculum if they wish to.

The policy will be monitored via classroom observations within each school and via feedback from pupils, staff and parents. It will be for each school to individually determine how this monitoring is recorded.

The policy will be reviewed annually, and parents will be consulted in advance about significant changes.

## Aims and Objectives

Through the delivery of high quality, evidence-based and age-appropriate Relationships Education, RSE and Health Education, the Trust aims to help prepare pupils for the onset of puberty, give them an understanding of sexual development and the importance of health and hygiene, create a positive culture in relation to sexuality and relationships and to ensure pupils know how and when to ask for help and where to access support. By the end of their education the Trust hopes pupils will have developed resilience and feelings of self-respect, confidence and empathy in preparation for the responsibilities and experiences of adult life.

Relationships Education, RSE and Health Education are intended to help pupils to:

- Build healthy, respectful relationships focusing on family and friends.
- Understand how to be healthy and be aware of potential risk areas (such as drugs and alcohol).
- Learn about intimate relationships and sex.
- Learn about mental wellbeing.
- Develop key personal attributes, such as kindness, integrity, generosity and honesty.

## Definition of Relationships Education and Relationships and Sex Education (RSE)

Relationships Education at primary phase is about teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults and who can support them. It includes how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy, establishing personal space and boundaries.

RSE is lifelong learning about physical, sexual, moral and emotional development. It is about teaching sex, sexuality and sexual health in a way that gives pupils the confidence to make sound decisions when facing risks and other challenges. It includes teaching about friendship, the importance of caring, stable and mutually supportive relationships with another person, and how to control and understand feelings that come with being in a relationship.

**RSE does not encourage early sexual experimentation.** It teaches children and young people to understand human sexuality and to respect themselves and others, to build self-esteem and understand the reasons for delaying sexual activity so that they can develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

RSE will outline that there are different types of committed, stable relationships, the characteristics and legal status of other types of long-term relationships, the importance of marriage as a relationship choice and why it must be freely entered into, how relationships might contribute to human happiness and the their importance for raising children, as well as highlighting the roles and responsibilities of parents with respect to raising children, characteristics of successful parenting and how to judge when relationships have become unsafe as well as how to seek help or advice and report concerns about others.

## **Roles and Responsibilities**

All members of the Trust community are expected to follow this policy. Roles, responsibilities and expectations of each section of the Trust and school community are set out in detail below.

### **Board of Trustees**

Trustees will monitor and evaluate the impact of the policy by reviewing pupils' progress in achieving the expected educational outcomes. They will hold the Chief Executive Officer and Headteachers to account for the implementation of the policy.

### **The Chief Executive Officer (CEO)**

The CEO will ensure that Relationships Education, RSE and Health Education is taught consistently across the schools within the Trust and will report back to the Board of Trustees on educational outcomes. They will ensure that senior staff receive regular professional development training in how to deliver Relationships Education, RSE and Health Education.

### **Local Governing Body**

Local governors in each school will review and monitor the application and implementation of this policy by receiving annual reports from each Headteacher on educational outcomes. Local governors will scrutinise relevant data, review any issues that might arise and act as a point of challenge for decisions taken by the Headteacher. The Local Governing Body will annually report its findings to the Board of Trustees.

### **Headteacher**

Each school Headteacher, with support from their respective Senior Leadership Team, will ensure that staff are supported and up to date with policy changes. They will ensure that Relationships Education, RSE and Health Education is well led, effectively managed and well planned across various subjects (to avoid unnecessary duplication of topics) and that the quality of provision is subject to regular and effective self-evaluation. The Headteacher will ensure that teaching is age-appropriate, delivered in ways that are accessible to all pupils with SEND and that the subjects are resourced, staffed and timetabled appropriately. They will ensure that teaching delivered by any external organisation is age-appropriate and accessible for pupils and will liaise with parents regarding any concerns or opinions regarding Relationships Education, RSE and Health Education provision and will manage parental requests for withdrawal of pupils from non-statutory, non-science components of Relationships Education, RSE and Health Education.

### **Staff**

Teachers of Relationships Education, RSE and Health Education will ensure that they are up to date with school policy and curriculum requirements regarding sex education and will attend and engage in professional development training. Teachers will encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. If a pupil comes to a member of staff with an issue that that member of staff feels they are not able to deal with alone, they will take this concern to their line-manager.

### **Parents**

The Trust hopes to build a positive and supporting relationship with parents through mutual understanding, cooperation and trust. Parents are expected to share the responsibility of sex education and support their children's personal, social and emotional development. The Trust hopes parents will create an open home environment where pupils can engage, discuss and

continue to learn about matters that have been raised through school. Parents are also encouraged to seek additional support in this from the school their child attends where they feel it is needed.

### **Pupils**

Pupils are expected to take Relationships Education, RSE and Health Education seriously. Pupils are expected to listen, be considerate of other pupils' feelings and beliefs, comply with class-set confidentiality rules and support one another with issues that arise during class. Pupils who fail to follow these standards of behaviour will be dealt with under the Trust's behaviour policy.

### **Delivery of Relationships Education, RSE and Health Education**

Relationships Education, RSE and Health Education will be delivered in a non-judgmental, factual way allowing scope for children and young people to ask questions in a safe environment. Teachers will tailor the delivery of Relationships Education, RSE and Health Education to meet the specific needs of the pupils in that class, and to be responsive to their behaviour and development. Classes will explore different attitudes, values and social labels, and develop skills that will enable our pupils to make informed decisions regarding sex and relationships as well as being able to differentiate between fact, opinion and belief and an understanding of the law on various topics. Pupils will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and is not acceptable language to use.

Staff will ensure that all resources used in the delivery of Relationships Education, RSE and Health Education are appropriate for the age and needs of their pupils. Examples of these resources are included in the Annexes of this policy.

### **Primary schools**

In the Trust's primary schools Relationships Education will be delivered in science and Personal, Social, Health Education (PSHE). Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Staff will use teaching methods that take account of these differences and the potential for discussion on a one-to-one basis or in small groups.

### **Secondary schools**

In the Trust's secondary schools RSE will be delivered in science, religious education, computing and Personal, Social, Health Education (PSHE) and will build on the foundation of Relationships Education delivered in primary school.

### **Relationships Education and RSE: Curriculum and Outcomes**

By the end of their primary education the Trust expects pupils to know the information set out at Annex 1. The Trust recognises that primary-age pupils may ask their teachers or other adults questions pertaining to sex or sexuality which go beyond the designed curriculum for Relationships Education. Teaching methods will take account of the potential different types of questions and behaviours likely to arise and staff will assess which types of teaching methods would be most appropriate (for example, a full class setting, one-to-one discussions or in small groups).

By the end of their secondary education the Trust expects pupils to know the information set out at Annex 2.

### **Health Education: Physical Health and Mental Well-Being**

The Trust wishes to promote pupils' health and well-being by encouraging self-control, their ability to self-regulate and strategies for doing so. This will enable pupils to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. The Trust believes that an integrated, whole-school approach to the teaching and promotion of health and wellbeing will have a positive impact on behaviour and attainment. Health Education will be delivered in science, computing, Physical Education (PE) and Personal, Social, Health Education (PSHE).

By the end of their primary education the Trust expects pupils to know the information set out at Annex 3.

By the end of their secondary education the Trust expects pupils to know the information set out at Annex 4.

### **Pupils with Special Educational Needs and/or Disabilities**

The Trust will endeavour to ensure that Relationships Education, RSE, and Health Education is accessible for all pupils. We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education, RSE and Health Education may be particularly important for such pupils, for example those with Social, Emotional and Mental Health needs or learning disabilities. Teaching will be sensitive, age-appropriate, developmentally appropriate, differentiated and personalised to meet the specific needs of pupils at different developmental stages.

Staff will make reasonable adjustments to alleviate disadvantage faced by pupils with disabilities and will be mindful of the SEND Code of Practice and the Trust's SEND Policy when planning for these subjects. Staff will use a variety of different strategies to ensure that all pupils have access to the same information, which include: differentiated questioning/resources, interactive teaching methods, e.g. contraceptive card games, use of expert guest speakers, practical activities, using DVDs or vide, group or paired activities, drama and role play.

### **Right to Request Withdrawal from Sex Education**

The Trust hopes that parents will feel comfortable with, and understand the importance of, the education provided to their children as described in this policy.

Parents of children in primary schools have the right to withdraw their child from sex education and should state this in writing and send it to the Headteacher. Parents of children in secondary schools have the right to request that their child be withdrawn from some or all of the sex education aspects of RSE.

Before withdrawing or making a request, the Trust strongly urges parents to carefully consider their decision as sex education is a vital part of the school curriculum and supports child development. Parents cannot withdraw their child from Relationships Education or Health Education or the elements on human growth and reproduction which fall under The National Curriculum in science.

Any parent wishing to withdraw their child from sex education in a secondary school should put their request in writing and send it to the Headteacher, who will arrange a meeting to discuss their concerns. Once those discussions have taken place, except in exceptional circumstances, the school will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms.

If a pupil is excused from sex education the respective school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

## **Confidentiality and Child Protection**

The Trust hopes to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. All teachers will receive training around confidentiality and should ensure that pupils understand that they cannot offer unconditional confidentiality. If a child protection issue is disclosed to a member of staff, that member of staff should follow the Trust's Child Protection and Safeguarding procedures.

If a staff member is approached by a pupil under 16 who is having, or is contemplating having sexual intercourse, the teacher should:

- ensure that the pupil is accessing all the contraceptive and sexual health advice available and understands the risks of being sexually active;
- encourage the pupil to talk to their parent or carer. Pupils may feel that they are more comfortable bringing these issues to a teacher they trust, but it is important that children and their parents have open and trusting relationships when it comes to sexual health and the school will encourage this as much as possible;
- decide whether there is a child protection issue. This may be the case if the teacher is concerned that there is coercion or abuse involved. If a member of staff is informed that a pupil under 13 is having, or is contemplating having sexual intercourse, this will be dealt with under child protection procedures.

Pupils with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from the Designated Safeguarding Lead to decide what is in the best interest of the child.

## **Equal Opportunities**

Relationships Education, RSE, and Health Education will be delivered equally to both genders, normally in mixed classes. There are, however, certain topics that may be delivered in single sex groupings e.g. menstruation and personal hygiene. Also, for some children it may not be culturally

appropriate to address particular issues in a mixed group and in such circumstances, certain topics may be delivered in single sex groupings.

The Trust has a commitment to ensure that Relationships Education, RSE and Health Education is relevant to all pupils and is taught in a way that is age and stage appropriate. Pupils are encouraged to openly and freely discuss diversity of personal, social and sexual preferences. Prejudiced views will be challenged, and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously in accordance with the Trust's behaviour policy.

## Complaints

If parents have any concerns or complaints over the application or implementation of this policy they should raise their concerns with a staff member or the Headteacher in accordance with the Trust's Complaints Policy.

## Policy Monitoring and Review

### Monitoring

The Deputy Chief Executive Officer will monitor the outcomes and impact of this policy on an annual basis.

### Review

Member of Staff Responsible	Deputy Chief Executive Officer
Relevant Guidance/Advice/Legal Reference	Relationship Education, Relationships and Sex Education (RSE) and Health Education, published by the DfE, 2019
Policy Adopted By	Trust Board
Consultation	Local Governing Bodies and parents
Date of Policy	
Review Period	Annually
Date of Next Review	

## Annex 2: Relationship Education and RSE at William Brookes School

The content in this next section is taught as a spiral curriculum where the key topics are revisited each year and new content is taught at an age-appropriate time.

The school seeks opportunities to draw links between RSE and health education and other curriculum subjects wherever possible to enhance students' learning.

RSE and Health Education will be linked to the following subjects:

- PSHE – students are provided with the knowledge, skills and understanding to help prepare them to play a full and active part in society, including an understanding of how laws are made and upheld and how to make sensible decisions. Students learn about respect and difference, values and characteristics of individuals.
- Science – students are taught about the main external parts of the body and changes to the human body as it grows, including puberty.
- ICT and computing – students are taught about how they can keep themselves safe online and the different risks that they may face online as they get older.
- PE – students can develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and lead healthy, active lives.

Theme	Learning outcomes
<b>Families</b>	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships.</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children.</li> <li>• What marriage is, including their legal status, e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> <li>• The characteristics and legal status of other types of long-term relationships.</li> <li>• The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting.</li> <li>• Determine whether other children, adults or sources of information are trustworthy.</li> <li>• Judge when a family, friend, intimate or other relationship is unsafe, and recognise this in others' relationships.</li> <li>• How to seek help or advice if needed, including reporting concerns about others.</li> </ul>
<b>Respectful relationships, including friendships</b>	<ul style="list-style-type: none"> <li>• The characteristics of positive and healthy friendships in all contexts (including online), including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationships.</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• How stereotypes, particularly those based on sex, gender, race, religion, sexual orientation or disability, can cause</li> </ul>

	<p>damage, e.g. how they might normalise non-consensual behaviour.</p> <ul style="list-style-type: none"> <li>• That in school and 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 seek help.</li> <li>• The types of behaviour in relationships that can be criminal, including violent behaviour and coercive control.</li> <li>• What constitutes sexual harassment and violence and why these are always unacceptable.</li> <li>• The legal rights and responsibilities regarding equality, with reference to the protected characteristics defined in the Equality Act 2010, and that everyone is unique and equal.</li> </ul>
<b>Online and media</b>	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, and that the same expectations of behaviour apply in all contexts.</li> <li>• About online risks, including that material shared with another person 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 they receive.</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 is a criminal offence which carries severe penalties, including jail.</li> <li>• How information and data is generated, collected, shared and used online from a government perspective, including GDPR.</li> </ul>
<b>Being safe</b>	<ul style="list-style-type: none"> <li>• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.</li> <li>• How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn – this includes online.</li> </ul>
<b>Intimate and sexual relationships, including sexual health</b>	<ul style="list-style-type: none"> <li>• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</li> <li>• That all aspects of health can be affected by choices they make in sex and relationships, positively and negatively, e.g.</li> </ul>

	<p>physical, emotional, mental, sexual and reproductive health and wellbeing.</p> <ul style="list-style-type: none"><li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for both men and women.</li><li>• The 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 enjoy intimacy without sex.</li><li>• The facts about the full range of contraceptive choices, their effectiveness and options available.</li><li>• The facts around pregnancy including miscarriage.</li><li>• That there are choices in relation to pregnancy, with legally and medically 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) are transmitted, how risk can be reduced through safer sex and the importance of 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>
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#### Annex 4: Health Education: Physical Health and Mental Well-Being

The content in this next section is taught as a spiral curriculum where the key topics are revisited each year and new content is taught at an age-appropriate time.

The school seeks opportunities to draw links between RSE and health education and other curriculum subjects wherever possible to enhance students' learning.

RSE and Health Education will be linked to the following subjects:

- PSHE – students are provided with the knowledge, skills and understanding to help prepare them to play a full and active part in society, including an understanding of how laws are made and upheld and how to make sensible decisions. Students learn about respect and difference, values and characteristics of individuals.
- Science – students are taught about the main external parts of the body and changes to the human body as it grows, including puberty.
- ICT and computing – students are taught about how they can keep themselves safe online and the different risks that they may face online as they get older.
- PE – students can develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and lead healthy, active lives.

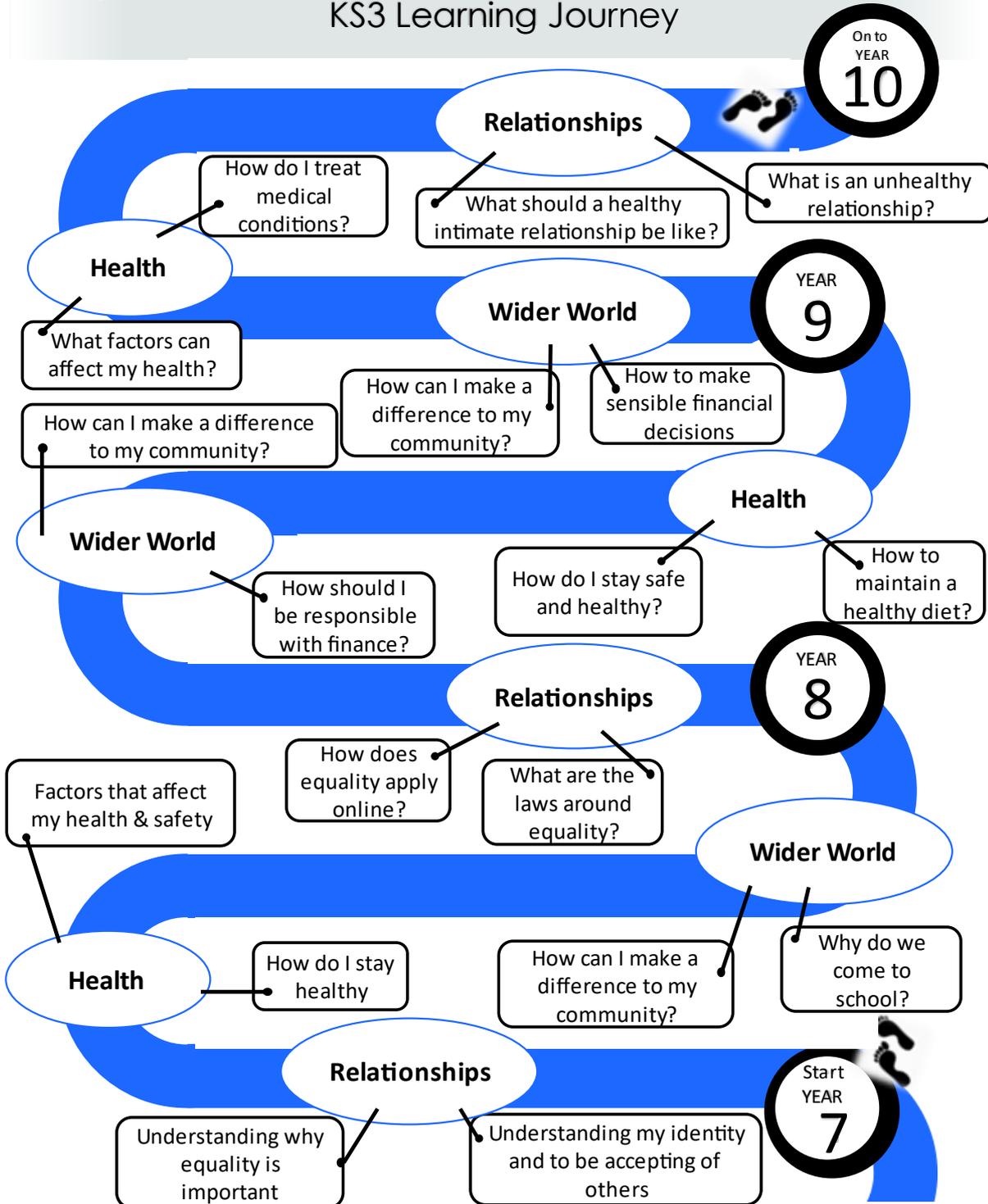
Theme	Learning Outcomes
<b>Mental Wellbeing</b>	<ul style="list-style-type: none"> <li>• How to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> <li>• That happiness is linked to being connected to others.</li> <li>• How to recognise the early signs of mental wellbeing 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, over-reliance on online relationships, the risks related to online gambling, how 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 &amp; 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.</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 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, the benefits of quitting and how to access the support to do so.</li> </ul>
<b>Health &amp; 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>• [This should be taught to students in the later years secondary school, e.g. at KS4] 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 treatments 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>

Annex 5: Key Stage 3 PHSE Learning Journey



KS3 Learning Journey



**Annex 5: Key Stage 4 PHSE Learning Journey**



**William Brookes**  
School & Sixth Form

Intent: To be safe and healthy and to manage personal and social lives in a positive way

**KS4 Learning Journey**

Yon to  
YEAR  
**12**

**Exam Prep**

What dangers of unhealthy relationships are there?

**Health**

What medical rights do I have as an adult?

**Relationships**

YEAR  
**11**

**Wider World**

What decisions can I make about my future?

What financial information do I need to know for the future?

**Health**

How can I make a difference to my community?

How do I make sensible decisions about my health?

How can we treat medical conditions around the world?

**Relationships**

**Wider World**

How do I organize work experience?

What do I need to know about sexual activity?

What do I need to know about having children?

Start  
YEAR  
**10**