

PSHE-RSHE Policy

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SLT Responsible	Assistant Headteacher, Pastoral
Signature of Headteacher	
Signature of Chair of Governors	

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Abbreviations:

RSHE Relationships, Sex and Health Education
PSHE Personal, Social, Health and Economic (education)
SMSC Social, Moral, Spiritual and Cultural (development)
RWV Religion and World Views
FF - Fearnhill Futures

1. Introduction to the policy

Fearnhill works in partnership with parents and students to ensure students receive excellent RSHE and PSHE education that addresses the local context and prepares our young people to thrive both now and in the future.

This policy is written in conjunction with all other relevant policies and with due regard to Keeping Children Safe in Education. They include, but are not limited to, Behaviour for learning Child protection/Safeguarding Drugs education Careers education, advice and guidance

2. Definition of 'Relationships, Sex and Health Education'

Fearnhill School defines 'Relationships, Sex and Health Education' (RSHE) as education that teaches students the knowledge and skills to develop healthy, safe and nurturing relationships of different kinds now and into the future. These relationships include friendships, colleagues, family and sexual relationships. RSHE will also cover matters of sexual health, safeguarding, and the law around sex and sexual relationships. The curriculum will make links to equality, diversity, mental health and wellbeing, and Internet safety and online behaviours. RSHE forms an important part of the wider Fearnhill Futures curriculum which includes PSHE (Personal, Social, Health and Economic), Citizenship and Careers education. RSHE does not involve the promotion of sexual activity.

3. Statutory requirements

As a secondary school we must provide RSHE and Physical Health and Mental Wellbeing education to all pupils as per the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 (last updated 2021), made under Section 34 and 35 of the Children and Social Work Act 2017. In teaching RSHE, we must have due regard for guidance issued by the secretary of state as issued under section 80A of the Education Act 2002 and section 403 of the Education Act 1996. This policy has due regard for the Equality Act 2010 whereby the policy's actions advance equality of opportunity, foster good relations and seek to eliminate discrimination for all members of the school community.

4. Curriculum intent

To ensure that young people at Fearnhill School are provided learning for life to develop as healthy, safe, aware, and respectful citizens, prepared for their future life in the local community, modern Britain and the wider world.

Core values include:

- the importance of stable, loving relationships
- respect for self and for all
- rights, responsibilities and the law
- equality and acceptance of diversity
- kindness and generosity
- honesty

5. Policy development process

This policy was written by Michael Phillips, Assistant Headteacher: Line Manager for PSHE/RSHE/Careers Education, alongside Jo Martin, Head of PSHE/RSHE, and developed in

consultation with Tracey Harper, Wellbeing Adviser and RSHE/PSHE Lead at HFL Education. The school is cognisant of the changes to RSHE which come into effect in September 2026 and will be reviewing this policy over the course of the 2025/26 academic year.

Fearnhill School believes that listening to and responding to the views of young people and their families is vital in responding to the needs and aspirations of the local community in age appropriate ways.

The following members of our school community have been consulted:

- Staff
- Students
- Parents
- Governors

6. Aims and Rationale of RSHE and PSHE

At Fearnhill School, we believe that every child can succeed in life and that RSHE and PSHE is fundamental to the students' learning experience in our school.

Fearnhill School's RSHE curriculum is designed to enable students to thrive both personally and professionally by building students' self-esteem, knowledge, empathy and emotional resilience regarding different types of relationships and sexual matters. Fearnhill School's PSHE programme is designed to tackle barriers to learning, raise aspirations, and improve the life chances of the most vulnerable and disadvantaged pupils. The curriculum is coherently planned to ensure there is a progression of understanding across the key stages. As with every aspect of the Fearnhill School curriculum, RSHE and PSHE will enhance cultural capital, promote learning links and develop confidence, independence, resilience and ambition.

The overarching aims of the RSHE curriculum at Fearnhill School are:

- To enable our students to know what healthy relationships are in a variety of contexts
- To understand what behaviour is acceptable and unacceptable in relationships, and to know the law around relationships and sex.
- To recognise unhealthy or dangerous behaviours regarding relationships and sex and know how to seek help and support
- To be equipped with the skills to weigh up and effectively manage risk
- To develop knowledge around relationships and sex that helps individuals to maintain good physical and mental health now and in the future
- To teach pupils the correct vocabulary to describe themselves and their bodies
- To know where to access reliable information, advice and support regarding relationships and sex

The PSHE and RSHE programme at Fearnhill School has the following intended outcomes:

- To help pupils recognise their worth
- To develop pupils' recognition of the importance of British values with regard to democracy, the rule of law, individual liberty, and mutual respect and tolerance
- To promote each pupil's economic well being

- To develop each pupil's capacity for leading a fulfilling, responsible life as a member of a caring and thinking society
- To support pupils to make informed decisions about their future lifestyle choices
- To provide opportunities for the spiritual, moral, social and cultural development of each pupil
- To promote a happy and healthy School community, reflecting the characteristics of a Fearnhill Student: Kind, Confident, Self-Aware and Resilient.

(Please see Appendices 1 and 2 for a breakdown of themes and objectives of the RSHE

curriculum and Personal Health and Mental Wellbeing curriculum)

7. Roles and Responsibilities

The governing body:

The governing body will approve the RSHE and PSHE policy, and hold the Headteacher to account for its implementation.

The Headteacher: The Headteacher, Tim Spencer, is responsible for ensuring that RSHE and PSHE are taught consistently across the school, and for managing requests to withdraw pupils from sex education components of RSHE (see section 12).

Assistant Headteacher: The Assistant Headteacher is also the Designated Safeguarding Lead and works in consultation with the Head of PSHE/RHSE.

Head of PSHE/RSHE: PSHE/RSHE Education is led by [Jo Martin](#). The Head of PSHE/RSHE is responsible for drafting policies, long term planning and implementation of the Fearnhill Futures curriculum within which RSHE is integrated. The Head of PSHE is also responsible for coordinating training for teaching staff responsible for delivering Fearnhill Futures, including RSHE.

Teaching staff: Teaching staff are responsible for:

- Delivering RSHE and PSHE in a sensitive way
- Modelling positive attitudes to RSHE and PSHE
- Monitoring progress through assessment for learning strategies, such as quizzing, true/false and questioning techniques, and adapting teaching where necessary
- Responding to the needs of individual pupils
- Being respectful of parental request to withdraw pupils from the sex education components of RSHE
- Upholding the Fearnhill Futures Ground Rules (Appendix 5)

All teaching staff are required to deliver RSHE and PSHE. Staff who have concerns about delivering the RSHE or PSHE content are encouraged to discuss this with the Headteacher.

Pupils: Pupils are expected to engage fully in RSHE and PSHE and, when discussing issues related to RSHE or PSHE, treat others with respect and sensitivity, adhering to the Fearnhill Futures ground rules.

8. Curriculum

The Fearnhill Futures curriculum incorporates PSHE, RHSE and careers education.

In accordance with the Department for Education Statutory Guidance, the RSHE curriculum falls under five themes, known as 'RSHE objectives':

- 1) Families
- 2) Respectful relationships, including friendships
- 3) The law
- 4) Online and media
- 5) Being safe

These RSHE objectives (see appendix 1) are met through integration into the wider Fearnhill Futures curriculum, which is outlined in appendix 4.

Fearnhill School knows that working in partnership with home and the wider community is vital in contextualising the Fearnhill Futures curriculum, and within this, the RSHE curriculum. The curriculum has been developed around the above themes and in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils, and guidance from outside agencies such as the police.

The policy has also been informed by the 2022 RSHE audit completed by Herts for Learning Education Well Being team, commissioned by Hertfordshire County Council, and ongoing consultation with Tracey Harper - Wellbeing Adviser and RSHE/PSHE Lead at HfL Education, most recently including a school commissioned 2-day intensive review with feedback.

The content of the Fearnhill Futures curriculum within which RSHE is taught, is based upon the statutory and non-statutory guidance outlined in appendix 3, which includes Keeping Children Safe in Education, the Prevent strategy and the National Curriculum for Citizenship, Gatsby benchmarks and CDI Careers Development framework, alongside the PSHE association's suggested programmes of study. Fearnhill also gives due regard for local/national data (e.g. Child and Maternal Health reports), and responds to the school's wider community need. For example, links with preventative curriculum adaptations in response to CPOMS data, and regular discussions with the safeguarding and pastoral team.

Fearnhill School's curriculum aims to help tackle issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated. Please note that as part of a dynamic curriculum that meets the needs of all pupils, this maybe adapted as necessary. These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances [families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures] along with reflecting sensitively that some children may have a different structure of support around them, such as looked after children or young carers.

9. Inclusive RSHE and PSHE at Fearnhill School

Young people may have varying needs regarding RSHE and PSHE depending on their circumstances and background. The school strongly believes that all pupils should have access to RSHE and PSHE that is relevant to their particular needs. To achieve this, the school has due regard for the Equalities Act (2010) and will take account of all protected characteristics including but not limited to:

- **Ethnic and cultural diversity:** Different ethnic and cultural groups may have different attitudes to RSHE and PSHE. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.
- **Religious diversity:** Different religions may have different attitudes to RSHE and PSHE. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different religious groups.
- **Sexuality identity and sexual orientation:** Fearnhill School recognises that sexual orientation and gender reassignment are protected characteristics under the Equality Act 2010. The Office for National Statistics, using data from the Annual Population Survey has identified that in 2022 3.3% of the above 16 population identified as Lesbian, Gay or Bisexual and a separate survey established that 0.5% of the UK population identify with a gender other than that registered at birth. Pupils may also have LGBTQ+ parents/carers, family members and/or friends. It is likely that our student population will reflect this. All our pupils will meet and work with LGBTQ+ people. Our approach to RSHE and PSHE will include sensitive, honest and balanced consideration of sexuality. LGBTQ+ matters are integrated throughout the RSHE and PSHE curriculum. Furthermore, our pastoral support will take account of the needs of LGBTQ+ pupils. We will also actively tackle homophobic, biphobic and transphobic language and behaviour by increasing awareness and through on-going training and education within our culture of the Fearnhill Student: Kind, Confident, Self-Aware, Resilient.
- **Mental health and wellbeing:** Fearnhill School recognises that an effectively taught RSHE/PSHE programme positively impacts student mental health and wellbeing. To this end, students at Key Stage 3 also participate in our iThrive programme, led by Cate Brown, who is our Mental Health Lead and SENDCO. The importance of healthy relationships and their impact on positive mental health and wellbeing cannot be underestimated. RSHE and PSHE equip students with the understanding and skills to recognise healthy and unhealthy relationships in all forms and how healthy relationships can be maintained. PSHE lessons support students to promote and maintain positive mental health and wellbeing. Students will be regularly signposted to trusted adults, and pre-approved professional organisations where they can find further information, advice and support.
- **Special Educational Needs:** The Head of PSHE and teaching staff, in consultation with the safeguarding and pastoral teams within school, will ensure that lessons are age appropriate and meet the needs of all students. Some pupils may have learning, emotional or behavioural needs or physical disabilities that require certain strategies or adaptations in order to access the curriculum. Teachers will engage with support and advice on adaptive teaching for individuals in their class to ensure that the curriculum is accessible to everyone, whilst maintaining high expectations for outcomes.

10. Delivery of the RSHE and PSHE curriculum

RSHE and PSHE is delivered through the wider Fearnhill Futures curriculum, which is taught as a discrete curriculum subject through one dedicated 60-minute timetabled lesson per fortnight. The RSHE and PSHE delivered for each year group is age appropriate and carefully designed and sequenced to build students' understanding of the key themes over time (see Appendix 1). RSHE and

PSHE is taught by **timetabled teachers who will get to know the students well and can establish a relationship of trust to support conversations in the classroom**. Lessons may be complemented by additional sessions with pre-approved specialist organisations, which may include assemblies or additional curriculum enhancement days within the academic year. These will enhance and build on prior learning and not be 'stand alone'. Elements of RSHE/PSHE are also taught through the 'statutory Science curriculum and other relatable National Curriculum subjects, such as IT and Religion, Philosophy and Ethics. These areas of curriculum are carefully mapped to ensure a consistent approach to RSHE/PSHE that meets the needs of our pupils and wider community.

Lessons will include a range of teaching strategies and materials designed to support students in their knowledge and understanding of the curriculum topics. Topics will be handled sensitively and within a framework of equality in the classroom. Staff are aware that views around RSHE and PSHE related issues are varied. While personal views are respected, all RSHE and PSHE issues are taught 'without bias and with factual accuracy, informed by age appropriate evidence and data. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others who may have a different opinion. Teachers will establish clear parameters of appropriate discussion using ground rules (appendix 5), including the use of detachment tools that remove any requirement to think/speak personally through using scenarios, encouraging phrases like "Someone might think that...", 'What if...?' questions, and anonymous question boxes/post-its. Students will have the opportunity to reflect upon and review their learning during sessions. Teachers will assess and monitor the learning in RSHE and PSHE through a range of assessment for learning techniques.

11. Responding to sensitive questions

Fearnhill School believes it is important that pupils should have opportunities to have their genuine questions answered in a sensitive and informative way. Pupils will not be directed to find out answers online unless through a carefully selected and pre-approved organisation or resource. Due to the nature of the topics, questions posed by students do not have to be answered by the teacher immediately. Teachers will use their professional judgement in deciding whether it is appropriate to answer a question, and whether it best answered immediately or at a later time. Teachers are required to refer to the Designated Safeguarding Team if a question or comment gives rise to a concern about a child's welfare. As with all aspects of delivery and response, answers will be delivered in a non-judgemental, factual way, as per DfE guidance (paras 71, 76, 101).

Staff are also aware that some topics may trigger an emotional response in some students and they may present with expressive behaviours. Teachers will use their judgement to respond appropriately. The pastoral teams will audit the topic coverage and give guidance to teachers where students may need to be sensitively given the option to learn about the topic in another setting or at another time. Through Fearnhill Futures lessons students will regularly be signposted to specialist organisations, helplines, trained school staff and trusted adults.

The Senior Leadership Team, Head of PSHE/RSHE and the Pastoral Team will regularly monitor and review the implementation of the RSHE and PSHE.

It is understood that it is important to distinguish between the school's function of providing factual education generally about relationships and sexual matters, and other PSHE content, and the giving of advice to individual pupils on these issues. Teachers have a responsibility for the welfare and wellbeing of their pupils. It is also understood that this function should never trespass on the proper exercise of parental rights and responsibilities. It is understood that particular care must be

exercised in relation to giving contraceptive advice to pupils under the age of sixteen, for whom sexual intercourse is unlawful.

12. Safeguarding

Teachers at Fearnhill School are aware that effective RSHE and PSHE, which brings an understanding of what is and is not appropriate in a relationship, lifestyle or community, can lead to the disclosure of a child protection issue.

All staff read the Keeping Children Safe in Education (KCSIE) document annually, attend regular Tier 2 safeguarding training and know to adhere to the schools safeguarding policy if a disclosure is made: not offering complete confidentiality and ensuring that the Designated Safeguarding Team (DSL) is informed of any safeguarding concerns. Teachers delivering the RSHE curriculum will ensure a safe learning environment is created through ensuring positive learning behaviours and referring to Fearnhill Futures ground rules regularly.

Organisations delivering sessions around RSHE or PSHE will be pre-approved and will be made aware of our safeguarding procedures.

13. Parental Right to Withdraw

Sex Education forms part of the RSHE curriculum. Fearnhill School defines Sex Education as learning about the physical and social aspects of human sexual behaviour. This includes contraception, pregnancy options and Sexually Transmitted Infections. As matters of sex and sexuality often arise in the context of relationships, Sex Education is approached in an integrated way in RSHE.

In accordance with the Department for Education Statutory Guidance on RSHE, there is no right to withdraw from Relationships Education or Health Education, including that content which forms part of the Science national curriculum. However, parents have the right to request that their child be withdrawn from some or all of Sex Education delivered as part of statutory RSHE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, this will be granted. If the pupil also requests to access prior missed sex education, at this time, the school has a statutory obligation to provide this education.

If a parent wishes to withdraw their child from any element of sex education, delivered as part of statutory RSHE, they should write to the Headteacher, Tim Spencer, who will discuss their request with the parent. The aspects of the RSHE curriculum that are included under the above definition of sex education are written below:

- Basic forms of contraception, e.g. condom and pill
- Readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex
- STIs, effective use of condoms and negotiating safer sex
- Pleasure and the role of intimacy in relationships, including sexual intimacy

14. Monitoring

The senior leadership monitor the following aspects of PSHE/RHSE through learning walks, drop-ins, discussions with students and parents and through other methods available:

- Leadership management & organisation
- Curriculum

- Teaching and Learning

This is undertaken as part of PSHE/RSHE Review and Action Plan, a live document that is shared and scrutinised by the governing body.

This policy is updated annually and will also be updated in line with any statutory updates from the DfE, community needs and edits to curriculum. Ongoing consultation with parents/carers and wider stakeholders informs any changes made.

Appendix 1

RSHE Objectives These objectives are detailed in the Department for Education statutory guidance on RSHE,

In accordance with this document, RSHE will fall under five themes:

1. Families
2. Respectful Relationships, including Friendships
3. Online and Media
4. Safety
5. Intimate and Sexual Relationship

Within each theme, students will learn:

1. Families

- that there are different types of committed, stable relationships.
- how these relationships might contribute to human happiness and their importance for bringing up children.
- 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.
- why marriage is an important relationship choice for many couples and why it must be freely entered into.
- the characteristics and legal status of other types of long-term relationships.
- the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
- 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.

2. Respectful relationships, including friendships

- 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.

- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- 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).
- 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.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.

- that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.
- 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.

3. Online and media

- their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
- 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.
- not to provide material to others that they would not want shared further and not to share personal material which is sent to them.
- what to do and where to get support to report material or manage issues online.
- the impact of viewing harmful content.
- 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.
- that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
- how information and data is generated, collected, shared and used online.

4. Being safe

- 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.
- 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.

5. Intimate and sexual relationships, including sexual health

- 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.
- 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.
- the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.
- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- that they have a choice to delay sex or to enjoy intimacy without sex.

- the facts about the full range of contraceptive choices, efficacy and options available.
- the facts around pregnancy including miscarriage.
- 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).
- 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.
- about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- how the use of alcohol and drugs can lead to risky sexual behaviour.
- how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

The Law

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

Pupils will be made aware of the relevant legal provisions when relevant topics are being

Taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity

- substance misuse
- violence and exploitation by gangs

extremism and radicalisation

- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)

Objectives set out in the Department for Education Statutory guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education

APPENDIX 2

Physical Health and Mental Wellbeing (Secondary) Summary of Requirements

Mental wellbeing

Pupils should know

- how to talk about their emotions accurately and sensitively, using appropriate vocabulary.
- that happiness is linked to being connected to others.
- how to recognise the early signs of mental wellbeing concerns.
- common types of mental ill health (e.g. anxiety and depression).
- 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.
- the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

Internet safety and harms

Pupils should know

- 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.
- 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.

Physical health and Fitness

Pupils should know

- the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
- the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.
- about the science relating to blood, organ and stem cell donation.

Healthy eating

Pupils should know

- how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Drugs, alcohol and tobacco

Pupils should know

- 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.
- the law relating to the supply and possession of illegal substances.
- the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
- the physical and psychological consequences of addiction, including alcohol dependency.
- awareness of the dangers of drugs which are prescribed but still present serious health risks.
- 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.

Health and prevention

Pupils should know

- about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
- about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
- (late secondary) the benefits of regular self-examination and screening.
- the facts and science relating to immunisation and vaccination.
- the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

Basic first aid

Pupils should know

- basic treatment for common injuries.
- life-saving skills, including how to administer CPR (Cardio-pulmonary resuscitation)
- the purpose of defibrillators and when one might be needed.

Changing adolescent body

Pupils should know

- key facts about puberty, the changing adolescent body and menstrual wellbeing.
- the main changes which take place in males and females, and the implications for emotional and physical health.

Objectives set out in the Department for Education Statutory guidance on Relationships and Sex Education (2021) Relationships and Sex Education (RSHE) (Secondary) - GOV.UK (www.gov.uk)

APPENDIX 3

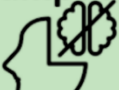
The policy has been developed with due regard to the following statutory guidance and advice for schools

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- Character Education Framework (non-statutory guidance to schools on character education and development)
- National Curriculum in England: Citizenship Programme of Study (statutory programme of study and attainment for citizenship at Key Stages 3 and 4)
- SHEU (Schools Health and Education Unit)
- PSHE Association



FEARNHILL
SCHOOL

FEARNHILL FUTURES GROUND RULES

Openness 	Keep it in the room 	Non-judgemental 
Right to pass 	SAFE LEARNING ENVIRONMENT	Make no assumptions 
Use appropriate language 	Ask questions 	Seek help or advice 

GROWING EXCELLENCE EVERY DAY

