



# Relationships, Sex and Health Education (RSHE) Policy v2

Strive for Education

<b>Approved by:</b>	A Brown	<b>Date:</b>	January 2022
<b>Last reviewed on:</b>	March 2025	<b>Next review date:</b>	March 2026
<b>Location:</b>	SharePoint: Staff Area > Staff Information > Policies Website: <a href="https://striveforeducation.co.uk/policies/">https://striveforeducation.co.uk/policies/</a>		

## Changes since last review:

School Bus update 3 December 2024. New and updated information in this policy is highlighted in **blue filled and bold text**.

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## **Statement of intent**

At Strive for Education (Strive), we understand the importance of educating students about sex, relationships and their health, for them to make responsible and well-informed decisions in their lives.

The teaching of RSHE can help to prepare students for the opportunities, responsibilities and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of students at school and in the wider society.

We have an obligation to provide students with high-quality, evidence and age-appropriate teaching of these subjects. This policy outlines how the school's RSHE curriculum is organised and delivered, to ensure it meets the needs of all students.

## 1. **[Updated]** Legal framework

**[Updated]** This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- DfE (2015) 'National curriculum in England: science programmes of study'
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2021) 'Teaching about relationships, sex and health'
- **[Updated]** DfE (2024) 'Keeping children safe in education 2024'

This policy operates in conjunction with the following school policies:

- Behaviour and Positive Relationships Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Online Safety Policy
- Student Equality, Equity, Diversity and Inclusion Policy
- Staff Equality, Equity, Diversity and Inclusion Policy
- Anti-bullying Policy
- Child Protection and Safeguarding Policy
- Child-on-child Abuse Policy
- Student Confidentiality Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Records Management Policy
- IT Acceptable Use Agreement

## 2. **[Updated]** Roles and responsibilities

**[Updated]** The proprietors will be responsible for:

- Ensuring all students make progress in achieving the expected educational outcomes.
- Ensuring the RSHE curriculum is well-led, effectively managed and well-planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring that teaching is delivered in ways that are accessible to all students with SEND.
- Providing clear information to parents on the subject content and the right to request that their child is withdrawn.
- Ensuring RSHE is resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Creating and keeping up-to-date a separate written statement of this policy and ensuring the statement is published on the school's website and provided free of charge to anyone who requests it.

- Ensuring that all teaching staff receive ongoing training on issues relating to PSHE and RSHE and how to deliver lessons on such issues.
- Ensuring that all staff are up to date with policy changes, and familiar with school policy and guidance relating to RSHE.
- **[New]** Ensuring that the RSHE curriculum covers the teaching of safeguarding, including in relation to online safety.

The Headteacher will be responsible for:

- The overall implementation of this policy.
- Ensuring all staff are suitably trained to deliver the subjects.
- Ensuring parents are fully informed of this policy.
- Reviewing all requests to withdraw students from non-statutory elements of the RSHE curriculum.
- Discussing withdrawal requests with parents, and the student if appropriate, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, including the benefits of receiving the education.
- Ensuring withdrawn students receive appropriate, purposeful education during the period of withdrawal.
- Encouraging parents to be involved in consultations regarding reviews of the school's RSHE curriculum.
- Reviewing this policy on an annual basis.

The PSHE subject leader will be responsible for:

- Overseeing the delivery of RSHE.
- Working closely with colleagues in related curriculum areas to ensure the RSHE curriculum compliments, and does not duplicate, the content covered in other curriculum subjects.
- Ensuring the curriculum is age-appropriate and of high quality.
- Reviewing changes to the RSHE curriculum and advising on their implementation.
- Monitoring the learning and teaching of RSHE, providing support to staff where necessary.
- Ensuring the continuity and progression between each year group.
- Helping to develop colleagues' expertise in the subject.
- Ensuring teachers are provided with adequate resources to support teaching of the curriculum.
- Ensuring the school meets its statutory requirements in relation to RSHE.
- Leading staff meetings and ensuring all members of staff involved in the curriculum have received the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring the correct standards are met for recording and assessing student performance.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the Headteacher.

The DSL will be responsible for:

- Offering advice and consultation for safeguarding-related subjects in the RSHE curriculum.

- Promoting knowledge and awareness of safeguarding issues amongst staff.
- Being an appropriate point of contact for staff who have concerns about the welfare of a student that have arisen through the teaching of RSHE.

**[Updated]** Subject teachers will be responsible for:

- Acting in accordance with, and promoting, this policy.
- Delivering RSHE in a manner that is sensitive, of high quality and appropriate for each year group.
- Ensuring they do not express personal views or beliefs when delivering the curriculum.
- Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content.
- Modelling positive attitudes to RSHE.
- Liaising with the SENCO to identify and respond to individual needs of students with SEND. Liaising with the PSHE subject leader on key topics, resources and support for individual students.
- Monitoring student progress in RSHE.
- Reporting any concerns regarding the teaching of RSE or health education to the PSHE subject leader or a member of the SLT.
- Reporting any safeguarding concerns or disclosures that students may make as a result of the subject content to the DSL.
- Responding appropriately to students whose parents have requested to withdraw them from the non-statutory components of RSE, by providing them with alternative education opportunities.
- **[New]** Engaging in training in relation to the teaching of safeguarding, including in relation to online safety.

The SENCO will be responsible for:

- Advising teaching staff how best to identify and support students' individual needs.

### **3. Organisation of the RSHE curriculum**

For the purpose of this policy:

- **"RSHE"** is used to refer to the overall programme of relationships, sex and health education.
- **"RSE"** refers to relationships and sex education and is defined as teaching students about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others.
- **"Health education"** is defined as teaching students about how they can make good decisions about their own health and wellbeing, and how physical health and mental wellbeing are interlinked.

The RSHE curriculum has been developed, and will be monitored and reviewed, in consultation with teachers, students and parents, and in accordance with DfE recommendations.

We will gather the views of teachers, students and parents in the following ways:

- Questionnaires
- Meetings
- Letters /emails
- Training sessions

RSHE will form part of Strive's PSHE curriculum. Strive deliver an PHSE ASDAN which links to the statutory guidance. See [Appendix 1](#)

The majority of the RSHE curriculum is delivered through PSHE education, with statutory elements taught via the science curriculum. The PSHE subject leader will work closely with their colleagues in related curriculum areas to ensure the curriculum complements and does not duplicate the content covered in national curriculum subjects.

The school will ensure that the curriculum remains in line with the DfE's 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' guidance at all times.

The school will consider the context and views of the wider local community when developing the curriculum to ensure it is reflective of circumstances in the local area. The religious background of all students will also be considered when planning teaching, to ensure all topics included are appropriately handled.

The RSHE curriculum will be informed by topical issues in the school and wider community, to ensure it is tailored to students' needs, e.g. if there was a local prevalence of specific sexually transmitted infections, our curriculum would be tailored to address this issue.

#### **4. RSE subject overview**

RSE will continue to develop students' knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

##### **Families**

By the end of secondary school, students will know:

- 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.
- About the characteristics and legal status of other types of long-term relationships.
- About the roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting.

Students will also know 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 recognise this in others' relationships.
- Seek help or advice if needed, including reporting concerns about others.

### **Respectful relationships, including friendships**

By the end of secondary school, students will know:

- About 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.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- How stereotypes, particularly those based on sex, gender, race, religion, sexual orientation or disability, can cause damage, e.g. how they might normalise non-consensual behaviour.
- 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.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to seek help.
- About the types of behaviour in relationships that can be criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and violence and why these are always unacceptable.
- About 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.

### **Online and media**

By the end of secondary school, students will know:

- Their rights, responsibilities and opportunities online, and that the same expectations of behaviour apply in all contexts.
- 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.
- Not to provide material to others that they would not want shared further and not to share personal material which they receive.
- 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 is a criminal offence which carries severe penalties, including prison.
- How information and data is generated, collected, shared and used online.



## **Being safe**

By the end of secondary school, students will know:

- About 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 – this includes online.

## **Intimate and sexual relationships, including sexual health**

- By the end of secondary school, students will know:
- 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 and 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 both men and women.
- The 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 enjoy intimacy without sex.
- The facts about the full range of contraceptive choices, their effectiveness and options available.
- The facts around pregnancy including miscarriage.
- 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.
- How the different sexually transmitted infections (STIs) are transmitted, how risk can be reduced through safer sex and the importance of 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.

## **5. RSE programmes of study**

The school will determine an age-appropriate, developmental curriculum which meets the needs of young people and includes the statutory content outlined in section 4 of this policy.

Families and parenting

Respectful relationships

Sexual Health

Living in Modern Britain

## **6. Health education subject overview**

The physical health and mental wellbeing curriculum will continue to develop students' knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

### **Mental wellbeing**

By the end of secondary school, students will 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.
- About 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.
- About 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**

By the end of secondary school, students will know:

- About 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.
- 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**

By the end of secondary school, students will know about:

- 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.
- About the science relating to blood, organ and stem cell donation.

### **Healthy eating**

By the end of secondary school, students will 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**

By the end of secondary school, students will know about:

- The facts about legal and illegal drugs and their associated risks, including the link between drug use and 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.
- The dangers of drugs which are prescribed but still present serious health risks.
- The facts about the harms from smoking tobacco, the benefits of quitting and how to access the support to do so.

## **Health and prevention**

By the end of secondary school, students will know about:

- Personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
- Dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
- The benefits of regular self-examination and screening. *This should be taught to students in the later years of secondary school, e.g. at KS4*
- 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**

By the end of secondary school, students will know:

- Basic treatments for common injuries.
- Life-saving skills, including how to administer CPR.
- About the purpose of defibrillators and when one might be needed.

## **Changing adolescent body**

By the end of secondary school, students will know:

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

## **7. Health education programmes of study**

The school will determine an age-appropriate, developmental curriculum which meets the needs of young people and includes the statutory content outlined in section 6 of this policy.

## 8. Delivery of the curriculum

Through effective organisation and delivery of the RSHE, the school will ensure that:

- Core knowledge is sectioned into units of a manageable size.
- The required content is communicated to students clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for students to embed new knowledge so that it can be used confidently in real-life situations.

RSHE complement several other curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching.

The RSHE curriculum will be delivered by appropriately trained members of staff.

The curriculum will proactively address issues in a timely way in line with current evidence on student's physical, emotional and sexual development. RSHE will be delivered in a non-judgemental, age-appropriate, factual and inclusive way that allows students to ask questions in a safe environment.

Teaching of the curriculum reflects requirements set out in law, particularly in the Equality Act 2010, so that students understand what the law does and does not allow, and the wider legal implications of the decisions they make.

The school will integrate LGBTQ+ content into the RSHE curriculum – this content will be taught as part of the overall curriculum, rather than a standalone topic or lesson. LGBTQ+ content will be approached in a sensitive, age-appropriate and factual way that allows students to explore gender identity and the features of stable and healthy same-sex relationships.

All students are expected to learn about LGBTQ+ content, and parents do not have a statutory right to withdraw their children from lessons that include LGBTQ+ content.

The curriculum will be designed to focus on students of all gender identities and expressions and activities will be planned to ensure all are actively involved.

The school will ensure it delivers teaching on sensitive topics, e.g. the body, in a way that is appropriate and sensitive to the various needs of the school community, e.g. cultural background.

All teaching and resources will be assessed by the PSHE subject leader to ensure they are appropriate for the age and maturity of students, are sensitive to their religious backgrounds and meet the needs of any SEND, if applicable. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning. Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age and cultural background of students. Students will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's Online Safety Policy, and Acceptable Terms of Use Agreement.

Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programmes accordingly. Teachers will ensure that students' views are listened to and

will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly.

Teachers will focus heavily on the importance of healthy relationships, including marriage, when teaching RSE, though sensitivity will always be given as to not stigmatise students on the basis of their home circumstances. In teaching the curriculum, teachers will be aware that students may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.

Teachers will ensure lesson plans focus on challenging perceived views of students based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

At all points of delivery of the curriculum, parents will be consulted, and their views will be valued. What will be taught and how, will be planned in conjunction with parents.

The procedures for assessing student progress are outlined in section 15 of this policy.

## **9. Curriculum links**

The school will seek opportunities to draw links between RSHE and other curriculum subjects wherever possible to enhance students' learning. RSHE will be linked to the following subjects:

- **Citizenship** – 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.
- **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.
- **PSHE** – students learn about respect and difference, values and characteristics of individuals.

## **10. Working with parents**

The school understands that parents' role in the development of their children's understanding about relationships, sex and health is vital and will, therefore, engage parents as far as possible in their children's learning. This will include providing parents with frequent opportunities to understand and ask questions about the school's approach to RSHE.

The school will consult closely with parents when reviewing the content of the school's RSHE curriculum, and will be given regular opportunities to voice their opinions and concerns. The school will use the views of parents to inform decisions made about the curriculum content and delivery;

however, parents will not be granted a 'veto' on curriculum content, and all final decisions will be the school's to make.

When in consultation with parents, the school will provide:

- The curriculum content, including what will be taught and when.
- Examples of the resources the school intends to use to deliver the curriculum.
- Information about parents' right to withdraw their child from non-statutory elements of RSHE.

The school will remain aware that the teaching of some aspects of the curriculum may be of concern to parents. If parents have concerns regarding RSHE, they will submit these to [han@striveforeducation.co.uk](mailto:han@striveforeducation.co.uk) or contact the school office to arrange a meeting with the Headteacher on 01423 649 070.

## **11. Working with external agencies**

Working with external agencies will be used to enhance our delivery of RSHE and bring in specialist knowledge and different ways of engaging students. External experts may be invited to assist from time-to-time with the delivery of the RSHE curriculum but will be expected to comply with the provisions of this policy.

When working with external agencies, the school will:

- Check the visitor credentials of all external agencies.
- Ensure the teaching delivered by the external experts fits with the planned curriculum and provisions of this policy.
- Discuss with the visitor the details of how they intend to deliver their sessions and ensure the content is age-appropriate and accessible for all students.
- Request copies of the materials and lesson plans the visitor will use, to ensure it meets the full range of students' needs.
- Agree with the agency on how confidentiality will work in any lesson and that the visitor understands how safeguarding reports must be dealt with in line with the school's Child Protection and Safeguarding Policy.

The school will use visitors to enhance teaching by an appropriate member of teaching staff, not to replace teaching by those staff.

## **12. Withdrawal from lessons**

The school will always recognise that parents have the right to have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE. The school will uphold that parents do not have a right to withdraw their child from the relationships or health elements of the programmes.

Requests to withdraw a child from sex education will be made in writing to the Headteacher or Assistant Headteacher.

Before granting a withdrawal request, the Headteacher will discuss the request with the parents and, as appropriate, the student, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum. The Headteacher will inform parents of the benefits of their child receiving RSE and any detrimental effects that withdrawal might have. All discussions with parents will be documented. These records will be kept securely in the school office in line with the school's Records Management Policy.

Following discussions with parents, the school will respect the parents' request to withdraw their child up to and until three terms before the student turns 16. After this point, if the student wishes to receive RSE rather than be withdrawn, the school will make arrangements to provide the student with RSE.

Students who are withdrawn from RSE will receive appropriate, purposeful education during the full period of withdrawal.

For requests concerning the withdrawal of a student with SEND, the Headteacher will take the students' specific needs into account when making their decision.

### **13. Equality and accessibility**

The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against students because of their:

- Age
- Sex
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership
- Sexual orientation

The school will consider the backgrounds, gender, age range and needs of its students and determine whether it is necessary to put in place additional support for students with the above protected characteristics.

The school will design the RSHE curriculum to be inclusive of all students. The school will be aware that some students are more vulnerable to exploitation, bullying and other issues due to their characteristics, e.g. SEND or being LGBTQ+. Teachers will understand that they may need to liaise with the SENCO and be more explicit and adapt their planning or work to appropriately deliver the curriculum to students with SEND.

Where there is a need to tailor content and teaching to meet the needs of students at different developmental stages, the school will ensure the teaching remains sensitive, age-appropriate, developmentally appropriate and is delivered with reference to the law.

The school will take steps to foster healthy and respectful peer-to-peer communication and behaviour between all students, and provide an environment which challenges perceived limits on students based on their gender or any other characteristic.

The school will be actively aware of everyday issues such as sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture within which these are not tolerated. Any occurrences of such issues will be identified and managed promptly. Sexual violence and sexual harassment are not acceptable and will not be tolerated. Any reports of sexual violence or sexual harassment will be handled in accordance with the school's Child-on-child Abuse Policy.

#### **14. [Updated] Safeguarding and confidentiality**

**[Updated]** All students will be taught about keeping themselves safe, including online, as part of a broad and balanced curriculum.

To meet DfE's best practice advice, the DSL will be involved in the formulation of safeguarding-related areas of the curriculum, as the knowledge and resources may help to address safeguarding issues more appropriately and effectively.

**[New]** In teaching about safeguarding, the RSHE curriculum will be tailored to the specific needs and vulnerabilities of individual pupils, including pupils who are victims of abuse and pupils with SEND.

**[Updated]** When teaching issues that are particularly sensitive for students of all ages, e.g. self-harm or suicide, teachers will be made aware of the risks of inadvertently encouraging, or providing instructions to students. Teaching of these subjects will always prioritise preventing harm to students as a central goal.

Confidentiality within the classroom will be an important component of RSHE, and teachers will be expected to respect the confidentiality of their students as far as is possible, in compliance with the school's Student Confidentiality Policy. Teachers will, however, understand that some aspects of RSHE may lead to a student raising a safeguarding concern, e.g. disclosing that they are being abused, and that if a disclosure is made, the DSL will be alerted immediately. Students will be made aware of how to raise their concerns or make a report, and how their report will be handled – this includes the process for when they have a concern about a peer.

**[New]** In relation to safeguarding, the RSHE curriculum will cover the following aspects:

- Healthy and respectful relationships
- Boundaries and consent
- Stereotyping, prejudice and equality
- Body confidence and self-esteem
- How to recognise an abusive relationship, including coercive and controlling behaviour
- The concepts of, and laws relating to:
  - Sexual consent
  - Sexual exploitation
  - Abuse
  - Grooming



- Coercion
- Harassment
- Rape
- Domestic abuse
- So called 'honour'-based violence, e.g. forced marriage and FGM, and how to access support
- What constitutes sexual harassment and sexual violence and why these are always unacceptable

**[New]** The RSHE curriculum will be kept under constant review and the school will consider scenarios in which safeguarding concerns and patterns of concerning behaviours, e.g. reports of sexual harassment, should be addressed by updating relevant parts of the RSHE curriculum.

## **15. Assessment**

The school will have the same high expectations of the quality of students' work in RSHE as for other curriculum areas. Lessons will be planned to provide suitable challenge to students of all abilities.

Teaching will be assessed and assessments used to identify where students need extra support or intervention. There are no formal examinations for RSHE; however, to assess student outcomes, the school will capture progress in the following ways:

- Written assignments
- Self-evaluations

The PSHE subject leader will be responsible for monitoring the quality of teaching and learning for the subject. They will conduct subject assessments on a termly basis, which will include a mixture of the following:

- Self-evaluations
- Lesson observations
- Learning walks
- Work scrutiny

The RSHE subject leader will create annual subject reports for the Headteacher and governing board to report on the quality of the subjects. They will also work regularly and consistently with the Headteacher, e.g. through monthly review meetings, to evaluate the effectiveness of the subjects and implement any changes.

## **16. Staff training**

Training will be provided by the PSHE subject leader to the relevant members of staff on a termly basis to ensure they are up-to-date with the RSHE curriculum. Training will also be scheduled around any

updated guidance on the curriculum and any new developments, e.g. “sexting”, which may need to be addressed in relation to the curriculum.

The school will ensure teachers receive training on the Social Exclusion Report on Teenage Pregnancy, and the role of an effective RSE curriculum in reducing the number of teenage conceptions.

Appropriately trained staff will be able to give students information on where and how to obtain confidential advice, counselling and treatment, as well as guidance on emergency contraception and their effectiveness.

## **17. Monitoring and review**

This policy will be reviewed by the Headteacher in conjunction with the PSHE subject leader on an annual basis, or when changes are made to the policy by the School Bus.

Any changes needed to the policy, including changes to the programmes, will be implemented by the Headteacher. Any changes to the policy will be clearly communicated to all members of staff and, where necessary, parents and students, involved in the RSHE curriculum.

The next scheduled review date for this policy will be March 2026.

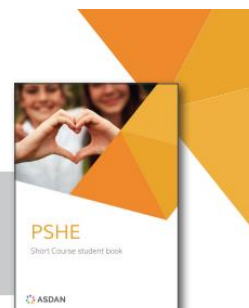
## 18. Appendix 1:

Meeting Statutory Guidance with the ASDAN PSHE Short Course.

### Meeting statutory guidance with the ASDAN PSHE Short Course

ASDAN's PSHE Short Course was updated in 2019 to assist centres in meeting the requirements of the new statutory guidance for sex, relationships and health education in England, which comes into effect in September 2020.

The Short Course comprises a student book and supporting tutor resource pack, which contains detailed session plans and supporting resources (eg worksheets, PowerPoints, information sheets).



#### Mapping the PSHE Short Course to statutory guidance for sex, relationships and health education

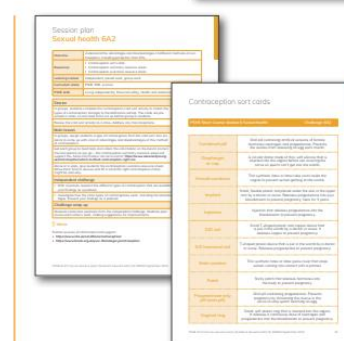
The tables below map the requirements outlined in the statutory guidance for secondary schools to challenges from the Short Course, as well as highlighting supporting resources available in the tutor resource pack.

The left-hand column lists the requirements of the statutory guidance for:

- Relationships and sex education (RSE)
- Physical health and mental wellbeing

The right-hand column identifies which challenges from the PSHE Short Course can be used to meet these requirements. For each challenge:

- ☑ This icon indicates the **challenge outcome**
- 📄 This icon indicates the **supporting resources** for this challenge in the PSHE Short Course tutor resource pack



Example pages from the PSHE Short Course tutor resource pack



Learn more about the ASDAN PSHE Short Course and supporting resources [www.asdan.org.uk/pshe](http://www.asdan.org.uk/pshe)

## Relationships and sex education (RSE)

Statutory requirements of the new guidance	Links to the ASDAN PSHE Short Course
<p><b>Families</b></p> <p>Pupils should know:</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 – for example, 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), how to seek help or advice, including reporting concerns about others, if needed</li> </ul>	<p><b>Module 8: Families and parenting</b></p> <p><b>Section A Challenge 1</b></p> <ul style="list-style-type: none"> <li>☑ Recognise different sorts of relationships and concepts of family; understand the legal status of different relationships</li> <li>📄 Session plan, Different types of relationships resource sheet</li> </ul> <p><b>Section A Challenge 3</b></p> <ul style="list-style-type: none"> <li>☑ Explain the concept of forced marriage</li> <li>📄 Session plan, Forced marriage PowerPoint, Question prompt cards</li> </ul> <p><b>Section A Challenge 4</b></p> <ul style="list-style-type: none"> <li>☑ Recognise the roles and responsibilities of parenting</li> <li>📄 Session plan, What makes a good parent? resource sheet</li> </ul> <p><b>Section A Challenge 5</b></p> <ul style="list-style-type: none"> <li>☑ Understand the impact that being a parent can have on your lifestyle</li> <li>📄 Session plan, Baby things PowerPoint, Writing frame</li> </ul>

#### Statutory requirements of the new guidance

##### Respectful relationships, including friendships

Pupils should know:

- the characteristics of positive and healthy friendships, in all contexts including online, such as:
- 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 (for example, 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

#### Links to the ASDAN PSHE Short Course

##### Module 7: Respectful relationships

###### Section A Challenge 1

- ☑ Show how to develop healthy relationships across cultures and society
- 📄 Session plan, Discrimination definitions resource sheet, Discrimination scenario cards

###### Section A Challenge 2

- ☑ Recognise how to manage emotions in different relationships
- 📄 Session plan, Expressing emotions sort cards

###### Section A Challenge 3

- ☑ Understand what makes for healthy and unhealthy relationships
- 📄 Session plan, Healthy and unhealthy relationships resource sheet

###### Section A Challenge 4

- ☑ Explain the concept of consent in a variety of contexts
- 📄 Session plan, Consent definitions resource sheet, Quiz – consent – true or false

#### Statutory requirements of the new guidance

##### Being safe

Pupils should know:

- 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

#### Links to the ASDAN PSHE Short Course

##### Module 6: Sexual health

###### Section A Challenge 4

- ☑ Understand the moral responsibilities when seeking consent and the importance of respecting and protecting an individual's right to give, not give, or withdraw consent
- 📄 Session plan, Consent PowerPoint

###### Section A Challenge 5

- ☑ Understand the legal consequences of failing to respect an individual's right to give, not give, or withdraw consent
- 📄 Session plan, Tenzin and Jordan story PowerPoint, Consent steps activity tutor notes

##### Module 7: Respectful relationships

###### Section A Challenge 4

- ☑ Explain the concept of consent in a variety of contexts
- 📄 Session plan, Consent definitions resource sheet, Quiz – consent – true or false

#### Statutory requirements of the new guidance

### Intimate and sexual relationships, including sexual health

Pupils should know:

- 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, for example 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 and 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

#### Links to the ASDAN PSHE Short Course

### Module 6: Sexual health

#### Section A Challenge 1

- ✔ Understand the impact of sexually transmitted infections (STI's) and how to minimize their transmission
- 📄 Session plan, Sexual activity definitions sort cards, STI's resource sheet, Tom and Olivia's story PowerPoint

#### Section A Challenge 2

- ✔ Understand the advantages and disadvantages of different methods of contraception, including protection from STI's
- ✔ Session plan, Contraception sort cards, Contraception summary resource sheet, Contraception scenarios resource sheet

#### Section A Challenge 3

- ✔ Understand how to access emergency contraception and the time frame within which it can be effective
- 📄 Session plan, Sara's story PowerPoint, Emergency contraception fact cards

### Module 7: Respectful relationships

#### Section A Challenge 4

- ✔ Explain the concept of consent in a variety of contexts
- 📄 Session plan, Consent definitions resource sheet, Quiz – consent – true or false

### Module 8: Families and parenting

#### Section A Challenge 7

- ✔ Understand the options available in the event of an unplanned pregnancy
- 📄 Session plan, Unplanned pregnancy PowerPoint, Question prompt cards, Abortion and the law resource sheet

#### Statutory requirements of the new guidance

### 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 should 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)

#### Links to the ASDAN PSHE Short Course

### Module 3: Social media

#### Section A Challenge 4

- ✔ Identify harmful behaviours online; understand how to report it and access support if you have been affected by those behaviours
- 📄 Session plan, Online experience sort cards

#### Section A Challenge 5

- ✔ Recognise digitally enabled stalking (cyberstalking) and know what to do if you are affected
- 📄 Session plan, Cyberstalking PowerPoint

### Module 5: Tobacco and drugs

#### Section A Challenge 6

- ✔ Understand how drug misuse can be harmful in the short-term and long-term
- 📄 Session plan, Types of drugs cards, Types of drug resource sheet

### Module 6: Sexual health

#### Section A Challenge 5

- ✔ Understand the legal consequences of failing to respect an individual's right to give, not give, or withdraw consent
- 📄 Session plan, Tenzin and Jordan story PowerPoint, Consent steps activity tutor notes

### Module 7: Respectful relationships

#### Section A Challenge 4

- ✔ Explain the concept of consent in a variety of contexts
- 📄 Session plan, Consent definitions resource sheet, Quiz – consent – true or false

Statutory requirements of the new guidance	Links to the ASDAN PSHE Short Course
<p><b>The Law (continued)</b></p> <p>See above.</p>	<p><b>Module 11: Living in modern Britain</b></p> <p><b>Section A Challenge 1</b></p> <ul style="list-style-type: none"> <li>☑ Understand and explore what democracy, the rule of law, individual liberty and mutual respect means as a British citizen</li> <li>📄 Session plan, Continuum cards, British values PowerPoint, British values resource sheet, Quiz – the rule of law – true or false</li> </ul> <p><b>Section A Challenge 5</b></p> <ul style="list-style-type: none"> <li>📄 Recognise extremism and radicalisation, including when someone is at risk of being radicalised</li> <li>📄 Session plan, Radicalisation PowerPoint, Radicalisation discussion cards, Examples of radicalisation cards</li> </ul>

## Physical health and mental wellbeing

Statutory requirements of the new guidance	Links to the ASDAN PSHE Short Course
<p><b>Mental wellbeing</b></p> <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• how to talk about their emotions accurately and sensitively, using appropriate vocabulary</li> <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 (eg 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>	<p><b>Module 1: Emotional wellbeing</b></p> <p><b>Section A Challenge 1</b></p> <ul style="list-style-type: none"> <li>☑ Demonstrate how to talk about emotions</li> <li>📄 Session plan, Emotion eggs resource sheet, Body outline template resource sheet</li> </ul> <p><b>Section A Challenge 2</b></p> <ul style="list-style-type: none"> <li>☑ Show how being connected to others can improve emotional wellbeing</li> <li>📄 Session plan, Emotion eggs resource sheet, Connecting with people sort cards</li> </ul> <p><b>Section A Challenge 3</b></p> <ul style="list-style-type: none"> <li>☑ Explain common types of mental ill health</li> <li>📄 Session plan, Mental ill health resource sheet, Mental ill health descriptions and symptoms card, Writing frames, Success criteria</li> </ul> <p><b>Section A Challenge 4</b></p> <ul style="list-style-type: none"> <li>☑ Recognise the early signs of poor mental health</li> <li>📄 Session plan, Emojis resource sheet, Signs of mental health sort cards</li> </ul> <p><b>Section A Challenge 5</b></p> <ul style="list-style-type: none"> <li>☑ Use strategies for maintaining positive emotional wellbeing</li> <li>📄 Session plan, Strategies for positive mental health PowerPoint, Thought cloud template resource sheet</li> </ul> <p><b>Section A Challenge 6</b></p> <ul style="list-style-type: none"> <li>☑ Explain activities that can promote positive emotional wellbeing</li> <li>📄 Session plan, Positive wellbeing storyboard template</li> </ul> <p><b>Module 2: Keeping safe and healthy</b></p> <p><b>Section A Challenge 2</b></p> <ul style="list-style-type: none"> <li>☑ Explain current campaigns promoting happiness</li> <li>📄 Session plan, Wellbeing campaigns resource sheet</li> </ul>

Statutory requirements of the new guidance	Links to the ASDAN PSHE Short Course
<p><b>Internet safety and harms</b></p> <p>Pupils should know:</p> <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>	<p><b>Module 3: Social media</b></p> <p><b>Section A Challenge 1</b></p> <ul style="list-style-type: none"> <li>☑ Understand why it is important to develop digital resilience</li> <li>📄 Session plan, Mobile phone use survey, Phone use scenario cards, Internet safety sort cards</li> </ul> <p><b>Section A Challenge 2</b></p> <ul style="list-style-type: none"> <li>☑ Understand how media stereotypes or manipulated images adversely affect body image and self-esteem</li> <li>📄 Session plan, Body image and self-esteem PowerPoint, Barometer activity tutor notes, Body image and self-esteem question cards</li> </ul> <p><b>Section A Challenge 3</b></p> <ul style="list-style-type: none"> <li>☑ Identify harmful behaviours online; understand how to report it and access support if you have been affected by those behaviours</li> <li>📄 Session plan, Cyberbullying survey PowerPoint, Question prompt cards</li> </ul>

Statutory requirements of the new guidance	Links to the ASDAN PSHE Short Course
<p><b>Physical health and fitness</b></p> <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress</li> <li>the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health about the science relating to blood, organ and stem cell donation</li> </ul>	<p><b>Module 1: Emotional wellbeing</b></p> <p><b>Section A Challenge 6</b></p> <ul style="list-style-type: none"> <li>Explain activities that can promote positive emotional wellbeing</li> <li>Session plan, Positive wellbeing storyboard template</li> </ul> <p><b>Module 2: Keeping safe and healthy</b></p> <p><b>Section A Challenge 3</b></p> <ul style="list-style-type: none"> <li>Explain what constitutes a healthy lifestyle</li> <li>Session plan, Ideas for a healthy lifestyle resource sheet</li> </ul> <p><b>Section A Challenge 4</b></p> <ul style="list-style-type: none"> <li>Explain what constitutes a healthy lifestyle</li> <li>Session plan, Medical conditions sort cards, Quiz – good or bad food hygiene, Quiz – personal hygiene, true or false, Early signs of illness sort cards</li> </ul>
<p><b>Healthy eating</b></p> <p>Pupils should know:</p> <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>	<p><b>Module 2: Keeping safe and healthy</b></p> <p><b>Section A Challenge 3</b></p> <ul style="list-style-type: none"> <li>Explain what constitutes a healthy lifestyle</li> <li>Session plan, Ideas for a healthy lifestyle resource sheet</li> </ul> <p><b>Section A Challenge 4</b></p> <ul style="list-style-type: none"> <li>Explain what constitutes a healthy lifestyle</li> <li>Session plan, Medical conditions sort cards, Quiz – good or bad food hygiene, Quiz – personal hygiene, true or false, Early signs of illness sort cards</li> </ul> <p><b>Section A Challenge 5</b></p> <ul style="list-style-type: none"> <li>Recognise what healthy eating looks like</li> <li>Session plan, Meal sort cards, Healthy eating PowerPoint</li> </ul>

Statutory requirements of the new guidance	Links to the ASDAN PSHE Short Course
<p><b>Basic first aid</b></p> <p>Pupils should know:</p> <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>	<p><b>Module 2: Keeping safe and healthy</b></p> <p><b>Section A Challenge 4</b></p> <ul style="list-style-type: none"> <li>Explain what constitutes a healthy lifestyle</li> <li>Session plan, Medical conditions sort cards, Quiz – good or bad food hygiene, Quiz – personal hygiene, true or false, Early signs of illness sort cards</li> </ul>
<p><b>Drugs, alcohol and tobacco</b></p> <p>Pupils should know:</p> <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>	<p><b>Module 4: Alcohol</b></p> <p><b>Section A Challenge 1</b></p> <ul style="list-style-type: none"> <li>Have a knowledge and understanding of what alcohol is</li> <li>Session plan, Alcohol statement cards, Alcohol information resource sheet</li> </ul> <p><b>Section A Challenge 2</b></p> <ul style="list-style-type: none"> <li>Understand the effects of drinking alcohol</li> <li>Session plan, The effects of alcohol resource sheet, Alcohol effects and consequences resource sheet</li> </ul> <p><b>Section A Challenge 4</b></p> <ul style="list-style-type: none"> <li>Understand the impact that alcohol can have on emotional health and wellbeing</li> <li>Session plan, Emotional health scenarios resource sheet, Alcohol and mental health resource sheet</li> </ul>

Statutory requirements of the new guidance	Links to the ASDAN PSHE Short Course
<p><b>Drugs, alcohol and tobacco (continued)</b></p> <p>See above.</p>	<p><b>Module 5: Tobacco and drugs</b></p> <p><b>Section A Challenge 1</b></p> <ul style="list-style-type: none"> <li>☑ Understand the laws relating to the supply and possession of illegal substances</li> <li>📄 Session plan, Drug offences PowerPoint</li> </ul> <p><b>Section A Challenge 2</b></p> <ul style="list-style-type: none"> <li>☑ Understand the facts about the harmful effects of smoking tobacco</li> <li>📄 Session plan, Smoking laws PowerPoint</li> </ul> <p><b>Section A Challenge 3</b></p> <ul style="list-style-type: none"> <li>☑ Understand the benefits of quitting smoking and how to access support to do so</li> <li>📄 Session plan, Quitting smoking PowerPoint, Barometer activity tutor notes, Quitting smoking role play resource sheet</li> </ul> <p><b>Section A Challenge 4</b></p> <ul style="list-style-type: none"> <li>☑ Understand the effects of nicotine consumption and its associated risks</li> <li>📄 Session plan, Vaping statement cards, Vaping – fact or fiction? resource sheet, Effects of nicotine resource sheet, Body outline template resource sheet</li> </ul> <p><b>Section A Challenge 5</b></p> <ul style="list-style-type: none"> <li>☑ Understand the links between taking drugs and serious mental health conditions</li> <li>📄 Session plan, Addiction PowerPoint, Addiction reason cards</li> </ul> <p><b>Section A Challenge 6</b></p> <ul style="list-style-type: none"> <li>☑ Understand how drug misuse can be harmful in the short-term and long-term</li> <li>📄 Session plan, Types of drug cards, Types of drug resource sheet</li> </ul>

Statutory requirements of the new guidance	Links to the ASDAN PSHE Short Course
<p><b>Health and prevention</b></p> <p>Pupils should know:</p> <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>	<p><b>Module 2: Keeping safe and healthy</b></p> <p><b>Section A Challenge 3</b></p> <ul style="list-style-type: none"> <li>☑ Explain what constitutes a healthy lifestyle</li> <li>📄 Session plan, Ideas for a healthy lifestyle resource sheet</li> </ul> <p><b>Section A Challenge 4</b></p> <ul style="list-style-type: none"> <li>☑ Explain what constitutes a healthy lifestyle</li> <li>📄 Session plan, Medical conditions sort cards, Quiz – good or bad food hygiene, Quiz – personal hygiene, true or false, Early signs of illness sort cards</li> </ul> <p><b>Section A Challenge 5</b></p> <ul style="list-style-type: none"> <li>☑ Recognise what healthy eating looks like</li> <li>📄 Session plan, Meal sort cards, Healthy eating PowerPoint</li> </ul>