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Respectability . Responsibility . Integrity . Resilience .

4. ROLES AND RESPONSIBILITIES

4.1 Governors

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4:2 SLT

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4:3 RSE Lead

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4:4 Teachers

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4.5 Students

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5. PARENTAL RIGHT TO WITHDRAW THEIR CHILD FROM SEX EDUCATION

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6. CURRICULUM DESIGN

6:1 Whole school holistic approach

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6:2 Topics taught across KS3 and KS4

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6:3 How topics are delivered á ÚÚ (Citizenship & Religious

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6:4 How the students will learn

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7:3 Protocols to support those at risk/vulnerable

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8. MONITORING ARRANGEMENTS

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8.2 Ä c ä^ } • öe^ ç^ [] [^ } ö ÄÜÜÖ&HEÄ^ Ä [] ä | ^äá^ Ä|äe • Äe äe@ | • Äe Ä ä ä^ ~ [^ | Ä c |] ä Äe • • • { ^ } Ä^ • c { • ÄV@Ä | | ä Ä ä | š^ Ä^ çä , ^äá^ Ä@Ä^ ää^ | • Ä Ä c ä Ä ä ä@ÄÜ [ç^ |] [| Ä ç^ | ^ Ä@^ Ä^ ä • Ä

9. RSE&HE POLICY REVIEW DATE Ö | ä ÖGG

APPENDIX 1: STATUTORY CURRICULUM GUIDANCE

TOPIC:	PUPILS SHOULD KNOW:
FAMILIES	<ul style="list-style-type: none"> • c@Ä@ ^Äe^Ää^Ä^ } öä] ^•Ä Ä { { ä ä ä ä ä ^ ^ ää } • @ • É • @ , Ä@^Ä^ ää } • @ • Ä ä @Ä } d ä ~ c Ä Ä @ { ä ä } ä ^ • • Ä ä ä@äÄ [cä & Ä Ä ä * ä * Ä Ä @ ä ^ } É • , @Ä ä äe^ Ä Ä ä & ä ä * Ä@äÄ^ ä Ä äe • Ä Ä Ä cä] ^É c@Ä ä äe^ Ä ä ä • Ä^ ä Ä ä @ Ä ä [c & ä } • Ä [c ä ä ä Ä Ä ^] • Ä @ Ä e^ Ä @ ä ä * Ä Ä @ Ä @ ^ { ä ä ä Ä Ä cä] ^ Ä Ä Ä } ^ ä c ^ ä Ä ä ä ~ & ^ { [] ^ É • , @Ä ä äe^ Ä Ä ä Ä [cä c^ ää } • @ Ä & @ ä Ä Ä ä ^ & ^ ^ • Ä ä ä @ Ä Ä ~ • öe^ Ä^ ^ Ä } c ^ ä ä ä ä É • c@Ä@äe^Ä^ ä ä Ä ä ä Ä^ ä Ä äe • Ä Ä @ Ä] ^ • Ä Ä } * É c { Ä ää } • @ • É • c@Ä ^ • Ä ä ä Ä^ • [] • ä ä ä • Ä Ä ä ^ } • Ä ä @ Ä^ ^ & Ä ä ä * Ä Ä @ ä ^ } ä ä ä * Ä@Äe^Ä^ ä ä Ä ~ • ^ & Ä • • ~ Ä ä ^ } ä * É • @ , Ä Ä Ä c { ä ^ Ä @ c@ Ä @ Ä @ ä ^ } Ä ä c Ä Ä [^ • [Ä { { ää } Äe^Ä^ • c [c@ Ä ä ä * Ä @ } Ä Ä ä ä Ä ä } ä É ä ä ä ä ä Ä c@ Ä ää } • @ Ä Ä } • ä Ä @ ä ä Ä Ä & * } ä ^ c@Ä Ä @ • c^ ää } • @ • Ä @ , Ä Ä Ä^ Ä @ Ä Ä ä ç ä É ä ä ~ ä ä * Ä^ [ä * Ä } & } • Ä ä [^ Ä @ • Ä Ä Ä^ ä ä

Physical Health and Mental Wellbeing: Secondary

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

<p>Mental wellbeing</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.
<p>Internet safety and harms</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.
<p>Physical health and fitness</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.
<p>Healthy eating</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

¹⁴ Eating disorders and extreme weight loss are a specialised area and schools should use qualified support or advice as needed. Schools may consider accessing support from the NHS or local specialist services who may be able to provide advice and CPD for teachers.

Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <ul style="list-style-type: none"> • basic treatment for common injuries. • life-saving skills, including how to administer CPR.¹⁵ • the purpose of defibrillators and when one might be needed.
Changing adolescent body	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.

¹⁵ Cardio Pulmonary Resuscitation is usually best taught after 12 years old.