

# Appendix to



Queen  
Elizabeth's  
— ACADEMY —

## RSE Policy July 2021

Office use

<b>Published:</b> July 2021	<b>Next review:</b> July 2022	<b>Statutory/non:</b> Statutory	<b>Lead:</b> DPL, QEA
<b>Associated documents:</b>			
Safeguarding and Child Protection Policy Single Equality Policy		Keeping Children Safe in Education 2020 The Equality Act 2010	
<b>Links to:</b>			
Diverse Academies Trust Relationships and Sex Education Policy: <a href="https://www.diverseacademies.org.uk/wp-content/uploads/sites/25/2018/08/Relationships-and-Sex-Education.pdf">https://www.diverseacademies.org.uk/wp-content/uploads/sites/25/2018/08/Relationships-and-Sex-Education.pdf</a>			
DfE Statutory Guidance: <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf</a>			

Key Contacts



Diverse  
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### Context of the Academy.

#### Learning and Loving Together Forever.

Inspired by [Luke 10:29 – 37](#) we give our all to all in appreciation to God who gave his all in Jesus, offering learning without boundaries and care without limits so that all our students can experience life in all its fullness.

These protocols will ensure that our students receive the support, both from within school and outside of school, that they rightly deserve. Allowing our students to flourish, be safe, and be respected in a secure and nurturing environment that promotes togetherness, truthfulness and empathy.

This appendix should be read alongside the full DAT policy on RSE.

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### **1 Policy statement and introduction**

The government requires that relationships and sex education will be age-appropriate, building knowledge and life skills over time in a way that prepares pupils for issues they will soon face. This focuses on:

- different types of relationships, including friendships, family relationships, dealing with strangers and, at secondary school, intimate relationships;
- how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships;
- how relationships may affect health and wellbeing, including mental health;
- healthy relationships and safety online; and
- factual knowledge, at secondary school, around sex, sexual health and sexuality, set firmly within the context of relationships

Appendix A provides full detail of when and where these important areas are covered.

### **2 Scope and purpose**

Relationships and sex education are learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. RSE should equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships, including marriage, and to take responsibility for their sexual health and well-being. It is also about the teaching of sex, sexuality and sexual health, including online safety.

At QEA RSE is delivered as bespoke timetabled lessons, one session per week. At KS4 RSE is delivered through tutor sessions, again one per week.

### **3 Responsibility for implementing the policy**

The person with the responsibility for this policy appendix within QEA is Donna Percival, Vice Principal and Lesley Hill, RSE lead teacher.

RSE provision will be Quality Assured in line with curriculum policy by Donna Percival and Lesley Hill.

### **4 Aims and objectives of RSE**

The aim of RSE is to help students develop a healthy, safer lifestyle. The overall objectives of the RSE curriculum are concerned about raising awareness of attitudes and values, developing personal and social skills and promoting knowledge and understanding. RSE covers more than biological facts and information. It endeavours to help young people develop self-esteem, self responsibility as well as the acquisition of understanding and attitudes which prepare students to develop caring, stable relationships. Appreciation of the value of self-respect, dignity, stable relationships, marriage, civil partnership and parental duty should be encouraged in all students together with sensitivity to the needs of others, loyalty and acceptance of responsibility. All sexual relationships and diverse family groups are also discussed.

### **5 The content and organisation of the RSE**

See appendix A for content and coverage.

The RSE curriculum is organised in a spiral which develops themes/topics taking into account the age and maturation of the students. This means that topics are revisited in greater detail as students get older. Lessons are delivered to mixed-ability teaching groups.

RSE is delivered by teachers in KS3 and tutors in KS4.

The right to withdraw consent Parents DO NOT have the right to withdraw their child from any part of the Relationships Education programme in primary or secondary school. Parents will be able to withdraw their child from primary school classes that address aspects of sex education. Parents cannot withdraw their child from the biological aspects of human growth and reproduction that is part of the National Curriculum science (see appendix 2). At secondary school level parents will be able to withdraw their child from sex education (other than the sex education which sits in the National Curriculum as part of science). A child will have the right to opt into sex education from their 15th birthday. Our academies will continue to be required to publish policies on these subjects for parents, and statutory guidance will continue to set out that all schools should consult parents on those policies to ensure they are feeding in their views. Requests should be made in writing to the Principal. A copy of withdrawal requests will be placed in the students' educational record.

QEA believes in a whole-academy approach and contributions can be made by different curriculum areas. All teaching is reinforced by the general ethos of the academy in creating a supportive environment for all students. Students are regularly informed of who can offer confidential support and where they can access sexual health services.

Across all key stages, students will be supported with developing the following skills:

- communication (including how to manage changing relationships and emotions);
- recognising and assessing potential risks;
- assertiveness;
- seeking help and support when required;
- informed decision making;
- self-respect and empathy for others;
- recognising and maximising a healthy lifestyle;
- managing conflict;
- discussion and group work.

## **6 Sensitive issues & safeguarding**

It is inevitable that controversial issues may occur as part of RSE e.g. divorce, rape, abortion, etc. The issue will be addressed with sensitivity and at a level **appropriate to the age group**, in an objective manner free from personal bias. Account must be taken of different viewpoints, e.g. different religious beliefs.

Discussion should be set within the legal framework and students made aware of the law as it relates to these issues. Students are made aware that some information cannot be held confidential, and should understand that if certain disclosures are made, certain actions will ensue. At the same time students will be offered sensitive and appropriate support. The Safeguarding Team is clearly promoted in RSE lessons and students are signposted appropriately to members of the team. Staff are obligated to refer concerns or disclosures through the My Concern platform in line with QEA Safeguarding policy and protocols.

## **7 Confidentiality and disclosure**

It is almost inevitable that effective RSE which allows for open discussion to take place may lead to disclosures from students. It is essential that those teaching RSE are completely familiar with the child protection procedures. The Safeguarding Team is clearly promoted in RSE lessons and students are signposted appropriately to members of the team. Staff are obligated to refer concerns or disclosures through the My Concern platform in line with QEA Safeguarding policy and protocols.

## **8 Health professionals**

They are bound by their own professional codes of conduct, but in the classroom setting they are also bound by relevant academy policies. Outside the teaching situation they can give one-to-one advice or information to a student on health-related matters including contraception.

## **9 Teenage pregnancy – contraception advice**

By law teachers are not allowed to give individual or personal advice. They may offer advice, but only to a group with reference to legal situation and the aspect of sexually transmitted diseases. However, students should be educated as to the other sources of advice and support. If students make disclosures of pregnancy or potential pregnancy this should be reported through My Concern and in line with the academy SG policy.

## **10 Family life**

QEA has a strong family identity and the value of family life is an important aspect, which will be approached largely through a consideration of the qualities and relationships between the group of people, with the emphasis on; respect; caring and support. This will be in the context of heterosexual and same-sex relationships. All family groupings are discussed and respected. It will include consideration of permanent, monogamous relationships

## **11 Religion and faith**

In RSE, RE and other curriculum areas including the pastoral curriculum, students are made aware of other religions, faiths, cultures and citizenship. Where there is a cultural or ethnic mix in the classroom, teachers will need to make themselves aware of pertinent issues relating to the needs of specific students, for example, discussion of some topics in a mixed sex group is forbidden in some religions.

## **12 Equal opportunities, inclusion and disability**

RSE delivery at QEA will take into account the needs of the students in the classroom and will ensure that equal opportunities are given to all students.

## **13 Children and young people in public care**

Children and young people in public care are particularly vulnerable to poor sexual and emotional health. Designated staff from each academy will ensure that each young person's entitlement is met in this regard. Designated teacher in the academy is Jim Dunning (SENCO), supported by Tom Millar (DDSL).

## **14 Lesbian, gay, bisexual and transgender (LGBTQ+)**

The sexual, social, emotional, and mental health needs of LGBTQ+ young people will be addressed through designated staff at the respective academy or other externally sourced professionals. Within the RSE and pastoral curriculum framework, teachers should help students to develop skills to enable them to understand difference and respect themselves and others. This will lead to a greater understanding of the nature of sexuality, removing the likelihood of prejudice and bullying. Homophobic bullying at QEA is not acceptable. The academy will support all students in a positive manner observing the protected characteristics of the Equality Act 2010.

LGBTQ+ Champion in the academy is Isobel Cotterill.

## **15 HIV/AIDS awareness and sexually transmitted infections (STIs)**

As part of the RSE programme, issues of contraception; HIV/AIDS; STIs; sexuality and abortion are addressed. Facts are presented in a balanced and objective way, with students being encouraged to consider their attitudes and values. They are made aware of the difference between fact, opinion and religious belief.

## **16 RSE and students with special educational needs and disability**

Students with special educational needs and disability will, wherever possible, follow the mainstream curriculum and may have supporting lessons from a teaching assistant. The students' opinions will be sought and valued as with all students.

Academy SENCo is Jim Dunning.

## **17 Sexual harassment and sexual violence**

Sexual harassment and sexual violence are not acceptable at QEA. There will be a focus on developing healthy relationships with an understanding of acceptable behaviour and the right of everyone to be treated well.

Sexual harassment, violence and peer-on-peer abuse has a high profile in the academy and students are trained to recognise signs and how to address these issues.

The DSL for the academy is Donna Percival. In line with the SG policy and protocols staff should immediately report any disclosures of this nature through My Concern.

### **18 RSE and students with SEMH**

Academy SENCo is Jim Dunning and Mental Health Lead is Tom Millar.

The RSE team will consult Jim Dunning to ensure that the teaching of RSE is appropriate for students with SEMH difficulties. For additional Mental Health information see commitment statement available on the academy website.

### **19 Physical health and mental wellbeing**

QEA is committed to supporting physical and mental health. Support for these areas is delivered through the pastoral curriculum and RSE, as well as other curriculum areas such as PE and Science. QEA is committed to Wellbeing Week each May.

Mental Health Lead is Tom Millar. For additional Mental Health information see commitment statement available on the academy website.

### **20 Staff training**

QEA is committed to the development of RSE teaching and staff are able to access specialist training through the MAT and the Diocese.

### **21 Monitoring, evaluation and review**

RSE is quality assured in line with all curriculum areas. This process is overseen by Donna Percival and Lesley Hill.

Students are assessed in line with the QEA assessment policy and RSE holds the same status as other curriculum areas.

### **22 Dissemination of the policy**

This policy appendix is stored on the QEA website and is compliant with all aspects of the DAT main policy. This can be found on the Diverse Academies website or by following the link on page 1 of this document.

### **23 Parental rights to withdraw**

Parental consultation went live on the academy website 11.1.21. Key contact for parents is Donna Percival, Vice Principal, should they have any queries.

The right to withdraw consent Parents DO NOT have the right to withdraw their child from any part of the Relationships Education programme in primary or secondary school. Parents will be able to withdraw their child from primary school classes that address aspects of sex education. Parents cannot withdraw their child from the biological aspects of human growth and reproduction that is part of the National Curriculum science (see appendix 2). At secondary school level parents will be able to withdraw their child from sex education (other than the sex education which sits in the National Curriculum as part of science). A child will have the right to opt into sex education from their 15th birthday. Our academies will continue to be required to publish policies on these subjects for parents, and statutory guidance will continue to set out that all schools should consult parents on those policies to ensure they are feeding in their views. Requests should be made in writing to the Principal, Kimberley Willmot. A copy of withdrawal requests will be placed in the students' educational record.

### **24 Review of the policy**

This policy appendix will be reviewed annually or in response to DAT policy or National Literature changes.

## Appendix A: RSE Content

	Year 7	Year 8	Year 9
Autumn 1	<p><b>Families</b></p> <ul style="list-style-type: none"> <li>The role of families in bringing up children (RE2)</li> <li>About trust and how we recognise this in relationships (RE7)</li> <li>Who can help if we are worried about family, friend and other relationships (RE7)</li> </ul>	<p><b>Families</b></p> <ul style="list-style-type: none"> <li>About commitment in relationships and the different ways that people might show this (RE1)</li> <li>Why marriage is an important choice for many couples (RE4)</li> <li>About marriage and civil partnership celebrations in different faiths and cultures (RE3)</li> <li>The different roles and responsibilities within families and how this may change during adolescence (RE6, RE9)</li> </ul>	<p><b>Families</b></p> <ul style="list-style-type: none"> <li>The characteristics of successful parenting (RE6)</li> <li>About the challenges associated with being a teenage parent (RE6)</li> <li>Legal status around different types of commitment, e.g. cohabiting, civil partnership, marriage (RE1, RE3)</li> <li>About sources of support for those in unsafe relationships and how to access them (RE7)</li> </ul>
	<p><b>Respectful relationships (including friendships)</b></p> <ul style="list-style-type: none"> <li>Dealing with friendship changes in the move to secondary school (RE8, RE9)</li> <li>The ways in which friends support each other (RE7, RE8)</li> <li>Common stereotypes and their impact (RE10)</li> <li>About different types of bullying and cyberbullying (including school policy and procedures) (RE12)</li> <li>The importance of personal identity and respecting</li> </ul>	<p><b>Respectful relationships (including friendships)</b></p> <ul style="list-style-type: none"> <li>The characteristics of a healthy relationship (RE8, RE11, RE13, RE26)</li> <li>The skills needed for successful, healthy relationships (RE8)</li> <li>How to start and end relationships (RE8, RE9, RE11)</li> <li>The impact of bullying on individuals (RE12)</li> </ul> <p>About gender identity, including transgender and non-binary (RE10, RE11, RE15)</p>	<p><b>Respectful relationships (including friendships)</b></p> <ul style="list-style-type: none"> <li>What constitutes sexual harassment, laws and impact (RE10, RE14)</li> <li>What a hate crime is (including misogyny) and laws around this (RE10, RE11, RE12, RE15)</li> <li>How to manage conflict in relationships (RE8, RE9)</li> <li>About different types of types of domestic abuse, including coercive control (RE7, RE10, RE13, RE24)</li> </ul>

	everyone's right to their own identity (RE10, RE11, RE15)		
	<b>Changing adolescent body</b> <ul style="list-style-type: none"> <li>How to manage periods effectively in and out of school (HE27)</li> <li>How to manage the physical and emotional changes of puberty (HE28)</li> <li>How to maintain personal hygiene (HE19, HE28)</li> </ul>	<b>Changing adolescent body</b> <ul style="list-style-type: none"> <li>How to manage periods effectively, including when to seek additional help (HE27)</li> </ul>	<b>Changing adolescent body</b>
Autumn 2	<b>Online and media</b> <ul style="list-style-type: none"> <li>Laws around sharing of indecent images (RE17, RE18, RE19, RE22)</li> <li>When to seek help for issues online and how to report material (RE16)</li> <li>About the age restrictions on some sites and why these are in place (RE16)</li> <li>About how information is generated, collected and shared online (RE23)</li> <li>Where to access trustworthy information online (RE7)</li> </ul>	<b>Online and media</b> <ul style="list-style-type: none"> <li>Laws around accessing pornography and sharing of indecent images (RE17, RE18, RE20, RE21, RE22)</li> <li>About radicalisation, how to recognise the signs and seek support (RE17, RE19, RE20)</li> </ul>	<b>Online and media</b> <ul style="list-style-type: none"> <li>About how pornography presents a distorted picture of sexual behaviours (RE21)</li> <li>The potential impact of viewing harmful content online, including on mental health (RE20)</li> </ul>
	<b>Being safe</b> <ul style="list-style-type: none"> <li>What grooming is and how to seek help (RE24, HE8)</li> <li>What Female Genital Mutilation is, laws in</li> </ul>	<b>Being safe</b> <ul style="list-style-type: none"> <li>The laws in relation to sexual activity, including consent (RE14, RE24, RE25)</li> </ul>	<b>Being safe</b> <ul style="list-style-type: none"> <li>What honour based violence is, laws around it and how to get help (RE24)</li> <li>Laws around consent and how to</li> </ul>



	<p>this country and how to get help (RE24)</p> <ul style="list-style-type: none"> <li>About the importance of consent in all relationships (RE25)</li> </ul>	<ul style="list-style-type: none"> <li>About laws around and warning signs of sexual exploitation (RE8, RE24)</li> <li>About gangs and their impact on individuals, groups and communities (RE24)</li> </ul>	<p>give and receive consent (RE14, RE24, RE25)</p>
	<p><b>Internet safety and harms</b></p> <ul style="list-style-type: none"> <li>How to identify harmful behaviours online and how to report or find support if they have been affected (HE8)</li> <li>How advertising is targeted at people online and in the media</li> <li>Managing time spent online (HE8)</li> </ul>	<p><b>Internet safety and harms</b></p> <ul style="list-style-type: none"> <li>The impact of unhealthy or obsessive comparison with others online, including around expectations for body image (HE7)</li> <li>The impact of trolling and who can help (HE8)</li> </ul>	<p><b>Internet safety and harms</b></p> <ul style="list-style-type: none"> <li>How social media can impact on well-being and sources of help</li> </ul>
Spring 1	<p><b>Intimate and sexual relationships including sexual health</b></p> <ul style="list-style-type: none"> <li>About human reproduction, pregnancy, and the way that families can be made (RE28)</li> <li>About reasons why people choose to have sex in relationships, in the context of relevant laws (RE27, RE30)</li> <li>Awareness that there are methods of contraception that prevent pregnancy and Sexually Transmitted Infections (RE31)</li> <li>Awareness that there are a range of choices for someone who is pregnant,</li> </ul>	<p><b>Intimate and sexual relationships including sexual health</b></p> <ul style="list-style-type: none"> <li>The characteristics of healthy intimate relationships (RE26)</li> <li>About choices people make around sex, including delaying sex or enjoying intimacy without sex (RE30)</li> <li>Basic facts about some different methods of contraception (RE31)</li> <li>Know how condoms are used and where they can be accessed (RE31, RE37)</li> <li>Basic information about Sexually Transmitted Infections (how they are transmitted and where they can be</li> </ul>	<p><b>Intimate and sexual relationships including sexual health</b></p> <ul style="list-style-type: none"> <li>How to recognise the characteristics of a healthy intimate relationship (RE26)</li> <li>Impact on alcohol use on decision-making around sex (including capacity to consent) (RE14, RE24, RE36)</li> <li>About Sexually Transmitted Infections, prevalence and treatment (RE34, RE35, RE37)</li> <li>The range of contraceptive options and how these can be</li> </ul>

	including keeping the baby, adoption or abortion (RE33)	treated (RE27, RE34, RE35)	accessed (RE13, RE37)
	<p><b>Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>• About how to express feelings accurately and the support available within school for wellbeing concerns (HE1, HE3)</li> <li>• About the importance of adequate sleep for mental wellbeing (HE5, HE23)</li> <li>• About how being connected with others supports mental wellbeing (HE2)</li> <li>• That they can take care of their mental health in the same way as they do their physical health and some ways to do this (HE5, HE6)</li> <li>• To recognise and celebrate their achievements and how this impacts on their self-esteem (HE5)</li> </ul>	<p><b>Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>• About common types of mental illness and their symptoms (e.g. anxiety and depression) (HE4)</li> <li>• How, when and where to seek help for wellbeing concerns (HE1, HE3)</li> <li>• How to recognise what impacts upon mental health, both positively and negatively, including puberty changes (HE5, HE6, HE28)</li> <li>• About mindfulness and other techniques to induce relaxation and calm (HE5)</li> </ul>	<p><b>Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>• How to recognise the signs of mental illness in themselves and others (HE3)</li> <li>• The role of friends in supporting mental wellness and when it is appropriate to seek other support (HE2, HE3)</li> <li>• How community participation contributes to mental wellbeing (HE6)</li> </ul>
	<p><b>Healthy eating</b></p> <ul style="list-style-type: none"> <li>• About the Eatwell plate and recommended guidelines around healthy eating (HE12)</li> <li>• How choices around food can contribute to keeping teeth healthy (HE12)</li> </ul>	<p><b>Healthy eating</b></p> <ul style="list-style-type: none"> <li>• The range of influences which might impact food choices (including media, peers, cost, etc) (HE12)</li> </ul>	<p><b>Healthy eating</b></p> <ul style="list-style-type: none"> <li>• How to analyse the nutritional benefits of foods and assess the benefits and risks of particular eating plans (eg. “fad” diets) (HE12)</li> </ul>

	<ul style="list-style-type: none"> <li>How different food choices impact on the body (HE12, HE20)</li> </ul>		
	<p><b>Physical health and fitness</b></p> <ul style="list-style-type: none"> <li>About what makes a healthy lifestyle, including making healthy food choices, rest and physical activity (HE10)</li> </ul>	<p><b>Physical health and fitness</b></p> <ul style="list-style-type: none"> <li>About the different types of physical activity and their impact on the body (HE9, HE10)</li> </ul>	<p><b>Physical health and fitness</b></p> <ul style="list-style-type: none"> <li>The benefits of physical activity on mental wellbeing (HE5, HE9)</li> </ul>
	<p><b>Drugs, alcohol and tobacco</b></p> <ul style="list-style-type: none"> <li>The facts about the harms from smoking tobacco, the benefits of quitting and how to access support to do so (HE18)</li> <li>Why people use drugs and what the risks might be (HE13)</li> <li>About the safe use of prescription medicine, including antibiotics (HE17, HE19)</li> </ul>	<p><b>Drugs, alcohol and tobacco</b></p> <ul style="list-style-type: none"> <li>About different legal classifications of drugs and penalties for possession and supply, including school rules about drugs (HE14)</li> <li>The facts about legal and illegal drugs and the risks associated with them (HE13)</li> <li>The risks of dependency and addiction (HE16)</li> </ul>	<p><b>Drugs, alcohol and tobacco</b></p> <ul style="list-style-type: none"> <li>How drugs can impact on mental health (HE5, HE13)</li> <li>How alcohol impacts on decision-making and risk-taking (HE13, RE36)</li> <li>About County-Lines and the impact on individuals (HE13, HE14)</li> </ul>
	<p><b>Basic first aid</b></p> <ul style="list-style-type: none"> <li>When and how to seek further help for someone who is injured (HE24)</li> </ul>	<p><b>Basic first aid</b></p> <ul style="list-style-type: none"> <li>When and how to manage CPR (HE25)</li> <li>The purpose of defibrillators and when one might be needed (HE26)</li> <li>How to treat common injuries (HE24)</li> </ul>	<p><b>Basic first aid</b></p> <ul style="list-style-type: none"> <li>How to put someone in the recovery position and to recognise when this is needed (HE24)</li> </ul>

#### **Key Stage 4**

RSE is delivered by tutors, one session per week, in morning registration.

#### **Key content will include:**

- Families
- Respectful relationships (including friendships)
- Online and media
- Being safe
- Internet safety and harms
- Intimate and sexual relationships (including sexual health)

- Mental wellbeing
- Healthy eating
- Physical health and fitness
- Drugs, alcohol and tobacco
- Basic first aid (Y10 only)

**Appendix B:** Physical health and mental wellbeing - see additional Mental Health and Wellbeing statement available of the academy website.

***DATE OF REVIEW: July 2022***