

## ME, MYSELF & I

(Relationships, Sex, Personal, Social and Health Education (RSPSHE) Policy)

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# ME, MYSELF & I POLICY

## MISSION

We believe in investing in people. As professionals in the teaching and training professions, we strive to provide a better future for the children, young people and home settings we work with. Success for us means unleashing the potential of each individual so they can grow, develop and reach the potential of which they are capable. Our values are grounded in our determination to be the change we want to see in the world, through passion, commitment and integrity. We strive to plant a seed of kindness and compassion in a generation that will produce resilience and hope and enable them to aspire and achieve productive and fulfilled lives. Our success is measured in the lives we changed.

At the Omnia Foundation, we create a secure and safe environment that encourages communication, self-belief, mutual respect and success. We provide a rich and balanced curriculum that develops every child, allowing them to achieve their true potential.

## Aims of the policy

- To underpin the entire culture and ethos of the foundation
- To provide guidance and information on our approach to students' personal development through the RSE (Relationships and Sex Education) and PSHE (Personal, Social and Health Education) curricula
- To ensure that staff, students and home settings have a full understanding of the foundation's approach to the RSE and PSHE curricula
- To ensure that our students develop into well-informed, responsible, caring and thoughtful beings who respect and value the feelings, opinions, beliefs and property of others.
- To support our students in developing a holistic understanding of themselves and how their bodies and minds work together towards strengthening their own health and wellbeing and as a result help them to establish healthy and meaningful relationships with others
- To help our students feel good about themselves and others
- To encourage our students to cooperate with one another and with adults
- To work alongside home settings to encourage our students to develop socially, personally, academically, morally and spiritually in preparation for a positive role in society

This policy should be read in conjunction with all other foundation policies as it forms the basis of the foundation culture. Everything we do starts with Me, Myself & I.

## Rationale for the policy

Our policy is rooted firmly in Maslow's Hierarchy of Need (see Appendix I). We believe that a person will only be able to reach their potential if their needs are fully met and where they are not, this can lead to dysfunction and issues with emotional and mental well-being which then limit or prohibit achievement and the establishment of meaningful, healthy relationships.

Therefore, we place "Me, Myself & I" at the very centre of everything we do. We have a wholly person-centred approach to life at the Foundation, where each and every individual has the right and freedom to learn about themselves and others at every level and at every opportunity. Our approach is fully integrated, using a variety of different strategies, teaching techniques and resources to ensure that our students receive the best possible provision with them at the very heart.

## Respect and Safety

The concepts of respect and safety are central to life at the Omnia Foundation. We strongly encourage the students to respect themselves and each other and to keep themselves and each other safe at all times. This underpins every aspect of the day, from how to socialise during lunchtimes and break times to how to walk around the site.

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## The Core Values

The Core Values of the foundation underpin all aspects of life here. We believe that if students can live out the values they will grow and mature into responsible, mature young people, confidently able to manage their thoughts and feelings. The Core Values are as follows:

### Open-minded

*Key concepts - clarity \* trust \* change*

When we are open-minded, we promote a culture of openness and honesty, where we tackle difficult conversations and accept constructive criticism. We help to create an environment of trust, where all people are treated fairly and equally and where we can be relied upon to follow through with our commitments to others. We recognise and promote a culture where change is good and reflects progress and where we are adaptable and positive when faced with periods of transition.

- To signpost to referral pathways and other means of support
- To provide information, guidance and support for all schools (available on Essex Schools InfoLink)

### Motivated

*Key concepts - passionate \* purposeful \* pride*

When we are motivated, we actively promote the ethos of our organisation, one in which we share positivity and demonstrate genuine commitment. We continually strive to create an environment where every member of the foundation can be at their most effective and where we each take ownership and responsibility for ourselves and everything we do. We support others to ensure that we are all working towards the same goals, taking pride in our contribution to the foundation community.

### Noble

*Key concepts - credibility \* relationships \* team*

When we are noble, we are admired by others and our opinions are sought because we are good role models, taking a considered and thoughtful approach with all members of the community. We lead by example and build strong relationships across the foundation, being approachable, friendly and doing all we can to build trust with others. We actively engage in foundation life, working collaboratively, always listening to new ideas and considering the impact of our actions on others.

### Independent

*Key concepts - brave \* self-aware \* decisive*

When we are independent, we make and carry through informed decisions, are willing to take a stand even in the face of resistance and take accountability when things go wrong. We understand and manage how other people see us, proactively seeking personal development and we are able to minimise the impact of our responses and reactions on others. We have the best interests of the foundation at heart when we make decisions, thinking things through clearly and having a clear rationale before we act.

### Achievers

*Key concepts - solutions focused \* innovative \* results focused*

As achievers, we are recognised by others as being able to see things from different points of view, remaining objective and positive in the face of challenge. We promote and contribute to a culture where people feel empowered to challenge the status quo and share new ideas that we are willing to support and develop. We continually review and evaluate our own progress, demonstrating the belief that anything can be achieved and trying and trying again until everything that can be done is done.

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## Mind

Our young people's emotional and mental well-being are at the forefront of everything we do. As outlined above, much of the development around this comes through the foundation's core values: Open-minded, Motivated, Noble, Independent, Achievers. These underpin all aspects of life at the foundation, including attitudes to self-development and successful engagement. Our belief is that if young people aspire to these values, they will grow up to be well balanced, well-adjusted individuals. The Core Values are therefore woven through the entire fabric of the foundation community.

Some aspects of development in this area are delivered through the human and social areas of experience. This would include tolerance of other faiths and understanding of other social issues such as racism, homophobia and gender equality, protected characteristics covered by the Equality Act 2010 (see also the foundation's Diversity and Equality Policy available on the website). Many opportunities to develop cultural awareness involve discussion and debate and this is often the forum for topical social issues to be discussed. Issues around social injustice may be delivered through opportunities to develop a persuasive argument or participate in a debate and the foundation events calendar also considers religious festivals and other multi-cultural events such as black history month. Home settings which originate in cultural backgrounds other than white British are warmly encouraged to share their cultural heritage and this may include, for example, celebrating the end of Ramadan or Hindu festivals.

The development of emotional regulation is driven through a programme called "Zones of Regulation" and again this is woven through all aspects of foundation life, including our Values Framework (see Appendix II). This is delivered through a range of approaches which may include lessons as a whole hub, as a group or as individuals, depending on need. All provision for emotional regulation is highly tailored and delivered when appropriate either by a member of the hub team or the emotional wellbeing team. Occasionally the Head of Foundation, members of the Senior Leadership Team or senior member of the emotional wellbeing team may become involved with therapeutic internal restorative work for identified students.

Opportunities for learning about and understanding emotions, actions, reactions, stress responses and how to manage them are taken through planned discussions or specific lessons or when they arise. "Teachable moments" are central to our approach to our young people's personal development as we feel that learning in this regard will be more meaningful at the appropriate time. This often involves working with home settings too as we feel it is important for the whole community to understand our approach. Visits to home settings are planned as part of this provision as we feel it is important to support and encourage consistency for the young people in our care. Occasionally videos that may be helpful to home settings are broadcast on the foundation Facebook page.

A variety of programmes, strategies and resources are used as and when appropriate including but not limited to Thrive, comic strip conversations, social situations, SMART thinking, ABC thinking, PDMA (Personal Development through Martial Arts), B-Mindful, mindfulness and cognitive behavioural therapy techniques. The foundation is also a member of the PSHE Association which provides a wealth of information and resources to support staff in their planning for these aspects of learning.

We have a dedicated wellbeing team, who, under the direction of the Head of Therapeutic Provision, provide a range of programmes for students and their home settings, including but not limited to friendship groups, transition programmes and challenge management support for families. The team consists of Emotional Wellbeing Coordinators, each attached to a hub, a Senior Emotional Wellbeing Coordinator and a counsellor.

We believe that for development in this area to be as effective and meaningful as possible teaching approaches need to be flexible, adaptable and timely and that messages must be consistent across everything we do. All members of the community, including home settings, board members and visitors, are expected to be good role models for the foundation values.

## Body

Aspects of the curriculum involving how the human body works, for example, breathing, reproduction, healthy eating and the importance of physical activity are taught through scientific and physical experience.

This is largely knowledge-based and students are taught correct terminology for all body parts, internal and external. This includes the correct vocabulary for genitalia: we believe it is important for young people to know how to describe their body correctly as this gives them confidence in owning and respecting their bodies and the bodies of others.

From a safeguarding perspective, it is vital that young people are aware of appropriate, inappropriate and unsafe physical contact, their right to establish their own boundaries and their responsibility to respect the boundaries of others. Many of our students are vulnerable to Child Sexual Exploitation and we take our responsibility in this regard very seriously indeed. The foundation approach takes into full consideration the guidance found in Sexual violence and sexual harassment between children in schools and college which states, "An understanding for all pupils of healthy relationships, acceptable behaviour and the right of everyone to equal treatment will help ensure that pupils treat each

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other well and go on to be respectful and kind adults.”

These matters are addressed from the onset of a student’s time at the foundation and ensures that they gain confidence and self-assurance as they grow and mature. It also minimises embarrassment as they go through life and ensures that they are aware of how to discuss and identify potential medical issues as adults, for example, lumps or rashes which may appear on their bodies.

## Relationships

Supporting young people to form healthy, meaningful relationships across a variety of contexts is a high priority for us as a foundation. Many of the strategies and approaches outlined in the previous paragraphs will support the students in developing respect, tolerance, empathy and boundaries in a range of situations which will ultimately enable them to strengthen their relationships in whichever area of their life they happen to be. We are confident that the skills they learn through our approach at the Omnia Foundation will help them understand and accept the many challenges that they will face in their relationships throughout their lives.

We are aware that in our ever-changing society, the structure of a home context will be different for each young person and that some students may, for example, reside in different households from week to week. We work closely with all our home settings to ensure that the relationship between the foundation and home context is strong and stable and facilitates open and honest discussion of the young person’s needs. We actively promote understanding and tolerance of different home contexts, which, whilst they may not be represented in our own immediate community, will almost certainly be encountered in the wider world. Safeguarding also forms an integral part of our work in this field and relationships between students and staff are strong and built on trust so that our young people know that they can report any concerns they have to any member of staff.

The foundation’s Rights & Responsibilities Policy and Anti-bullying Policy give a detailed outline of what is expected of the students among their peers and within their friendship groups or individual friendships.

The foundation’s e-Safety policy outlines the guidance given to home settings and young people when engaging with activity on the internet. Regular sessions with the local police and fire brigade are provided for students to explore internet safety in more depth.

Aspects of sex education are taught throughout the school using a graduated, age-appropriate programme. This is driven largely through the science programme of study, for example, through life cycles of plants and animals and the naming of external parts of the body.

Sex education and intimate relationships are taught in line with the statutory secondary programme of study (Appendix III). This is taught as a discrete unit of work (see Appendix IV for how topics are mapped out) for students every year and builds on previous understanding. We are aware that our students will encounter other young people both at the foundation and in their home context who are sexually active and that having the information they need to make informed decisions about what they are comfortable and uncomfortable with is essential in order to express themselves confidently and from an assertive perspective.

This confidence and self-respect will enable them as they mature to recognise and report anything with which they are unhappy but will also enable them to form meaningful, healthy relationships with clear boundaries as they become adults. It is equally important that they develop a clear awareness of how their actions can impact on others and in some cases be misinterpreted if intentions are unclear.

We believe that it is important for our students to have open and honest communication around their sexual health, in line with our value of open-mindedness. External health professionals are brought in to deliver aspects of the curriculum that require broad knowledge and experience.

## Monitoring and Evaluation

This policy will be monitored by the Senior Leadership Team and evaluated on an annual basis.

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## Appendix I - Maslow's Hierarchy of Need



# Maslow's hierarchy of needs

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## Appendix II – Values Framework

We are ...		Developing the values	Embedding the values	Living the values
<b>OPEN-MINDED</b>	<b>DELIVERS CLARITY</b>	Is respectfully direct and honest at all levels Asks questions and explores more deeply in the event of lack of understanding	Tackles difficult conversations and accepts constructive criticism	Promotes a culture of openness and honesty
	<b>DEMONSTRATES TRUST</b>	Trusts others to do what they say will Is dependable and reliable and always follows through with commitments to others	Treats people fairly and equally	Helps to create an environment of trust
	<b>EMBRACES CHANGE</b>	Unafraid to try something new and encourages others to take a positive outlook when faced with change Is prepared to be flexible and can adapt to changing situations	Understands that people deal with change differently and adapts their responses and reactions effectively	Recognises and promotes a culture where change is good and means progress
<b>MOTIVATED</b>	<b>PASSIONATE</b>	Demonstrates they love what they do Demonstrates genuine commitment	Has a positive outlook and shares this with others	Actively promotes the organisation
	<b>WORKS SMART</b>	Works with a sense of purpose, making sure that everything they do counts Takes ownership of and responsibility for workload, prioritising and planning accordingly	Ensures that every hub/foundation member knows their purpose for that day/week/month/term	Continually strives to create the best environment for the hub/foundation to be at their most effective
	<b>QUALITY DRIVEN</b>	Takes pride in their own work and strives to achieve the highest standard Takes responsibility for own work and rectifies errors as quickly as possible	Recognises the risk to standards and acts appropriately without apportioning blame	Supports others to ensure that the whole hub/foundation can meet standards
<b>NOBLE</b>	<b>CREDIBLE</b>	Is fair and takes a considered and thoughtful approach with all members of the foundation community Is honest and respectfully says it how it is	Is able to be trusted and is a good role model for others	Is liked and admired and their opinions sought by other members of the foundation
	<b>RELATIONSHIP BUILDER</b>	Approachable and friendly to others and cooperates and with and supports others Does all they can to build trust with everyone in the foundation and wider community	Works collaboratively with all and understands the importance of supportive relationships	Leads by example on the importance and impact of building strong relationships across the foundation
	<b>TEAM PLAYER</b>	Always considers the impact of their actions on the hub/foundation Is willing to listen to new ideas	Fixes divisions in the hub/foundation quickly and with consideration	Demonstrates team work by participating in activities across the foundation and works collaboratively with others
<b>INDEPENDENT</b>	<b>BRAVE</b>	Willing to take a stand and act on own principles even in the face of resistance Unafraid to take accountability when things go wrong	Willing to admit areas of personal/hub/whole foundation development	Makes and carries through decisions even if they are unpopular, difficult or controversial
	<b>SELF-AWARE</b>			
	<b>DECISIVE</b>	Able to manage emotions and impact of mood appropriately Aware of own responses and reactions and can minimise impact on others	Proactively seeks personal development	Understands and manages how others perceive them
<b>ACHIEVERS</b>	<b>SOLUTIONS FOCUSED</b>	Thinks through the impact of decisions before making them Thinks clearly in difficult situations	Is able to back-up decisions with a clear rationale	Always considers the wider context of the hub/foundation when making tough decisions
	<b>INNOVATIVE</b>	Demonstrates a positive attitude towards a challenge Focuses on improvement, identifying gaps and working on solutions	Can maintain their own position in a situation and remain objective	Is recognised by others as being able to see situations from a number of points of view
	<b>RESULTS FOCUSED</b>	Is prepared to be flexible and can adapt to changing situations Challenges the status quo in a healthy way	Enjoys new ideas and is willing to support and develop them	Promotes an open culture where people feel empowered to try new things and share new ideas
		Takes action to resolve problems and fulfil own responsibilities Will try and try again until everything that can be done is done	Demonstrates the belief that anything can be achieved as long as the effort is invested	Continually reviews and evaluates personal progress and that of the organisation



## Appendix III – Secondary Programme of Study for RSE

### Relationships and Sex Education (RSE): Secondary

69. The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.
  70. Effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.
  71. Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life. This should be delivered in a non-judgemental, factual way and allow scope for young people to ask questions in a safe environment. Many teachers use approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion and using question boxes to allow pupils to raise issues anonymously.
  72. RSE should provide clear progression from what is taught in primary school in Relationships Education. Teachers should build on the foundation of Relationships Education and, as pupils grow up, at the appropriate time extend teaching to include intimate relationships. Alongside being taught about intimate relationships, pupils should also be taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult. This teaching should enable pupils to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful.
  73. Pupils should understand the benefits of healthy relationships to their mental wellbeing and self-respect. Through gaining the knowledge of what a healthy relationship is like, they can be empowered to identify when relationships are unhealthy. They should be taught that unhealthy relationships can have a lasting, negative impact on mental wellbeing.
  74. As in primary, secondary Relationships Education can be underpinned by a wider, deliberate cultivation and practice of resilience and character in the individual. These should include character traits such as belief in achieving goals and persevering with tasks, as well as personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance of self-respect and self-worth. There are many ways in which secondary schools should support the development of these attributes, for example by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.
  75. Pupils should be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. All pupils should feel that the content is relevant to them and their developing sexuality. Sexual orientation and gender identity should be explored at a timely point and in a clear, sensitive and respectful manner. When teaching about these topics, it must be recognised that young people may be discovering or understanding their sexual orientation or gender identity. There should be an equal opportunity to explore the features of stable and healthy same-sex relationships. This should be integrated appropriately into the RSE programme, rather than addressed separately or in only one lesson.
  76. It is recognised that there will be a range of opinions regarding RSE. The starting principle when teaching each of these must be that the applicable law should be taught in a factual way so that pupils are clear on their rights and responsibilities as citizens.
  77. Schools may choose to explore faith, or other perspectives, on some of these issues in other subjects such as Religious Education.
  78. Pupils should be well informed about the full range of perspectives and, within the law, should be well equipped to make decisions for themselves about how to live their own lives, whilst respecting the right of others to make their own decisions and hold their own beliefs. Key aspects of the law relating to sex which should be taught include the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment, and choices permitted by the law around pregnancy.
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79. Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, should also be addressed sensitively and clearly. Schools should address the physical and emotional damage caused by female genital mutilation (FGM). They should also be taught where to find support and that it is a criminal offence to perform or assist in the performance of FGM or fail to protect a person for whom you are responsible from FGM. As well as addressing this in the context of the law, pupils may also need support to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence, including honour-based violence and forced marriage) and strategies to manage this or access support for oneself or others at risk. Schools should also be mindful that for pupils who are or have experienced unhealthy or unsafe relationships at home or socially, the school may have a particularly important role in being a place of consistency and safety where they can easily speak to trusted adults, report problems and find support.
80. Internet safety should also be addressed. Pupils should be taught the rules and principles for keeping safe online. This will include how to recognise risks, harmful content and contact, and how and to whom to report issues. Pupils should have a strong understanding of how data is generated, collected, shared and used online, for example, how personal data is captured on social media or understanding the way that businesses may exploit the data available to them.
81. Some pupils are also exposed to harmful behaviours online, and via other forms of media, which may normalise violent sexual behaviours. A focus on healthy relationships and broader Relationships Education can help young people understand acceptable behaviours in relationships.

## By the end of secondary school:

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:

### Families

Pupils should 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.
- the characteristics and legal status of other types of long-term relationships.
- the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
- how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.

### Respectful relationships, including friendships

Pupils should know

- the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.
  - practical steps they can take in a range of different contexts to improve or support respectful relationships.
  - how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).
  - that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.
  - about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
  - that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
  - what constitutes sexual harassment and sexual violence and why these are always unacceptable.
  - the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.
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## Online and media

### Pupils should know

- their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
- about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
- not to provide material to others that they would not want shared further and not to share personal material which is sent to them.
- what to do and where to get support to report material or manage issues online.
- the impact of viewing harmful content.
- that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
- how information and data is generated, collected, shared and used online.

## 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).

## 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, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.
  - the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.
  - that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
  - that they have a choice to delay sex or to enjoy intimacy without sex.
  - the facts about the full range of contraceptive choices, efficacy and options available.
  - the facts around pregnancy including miscarriage.
  - that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).
  - how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.
  - about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
  - how the use of alcohol and drugs can lead to risky sexual behaviour.
  - how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.
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## The Law

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

This list is not exhaustive and is reviewed as part of annual Level 2 safeguarding training for every member of staff.

## Physical health and mental wellbeing

83. The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

84. Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.

85. It is important for schools to promote pupils' self-control and ability to self-regulate, and strategies for doing so. This will enable them to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. This integrated, whole-school approach to the teaching and promotion of health and wellbeing has a potential positive impact on behaviour and attainment.

86. Effective teaching should aim to reduce stigma attached to health issues, in particular those to do with mental wellbeing. Schools should engender an atmosphere that encourages openness. This will mean that pupils feel they can check their understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and wellbeing.

87. Schools have flexibility to design and plan age-appropriate subject content, but this guidance sets out core areas for health and wellbeing that are appropriate for primary and secondary aged pupils.

88. Puberty including menstruation should be covered in Health Education and should, as far as possible, be addressed before onset. This should ensure male and female pupils are prepared for changes they and their peers will experience.

## Menstruation

89. The onset of menstruation can be confusing or even alarming for girls if they are not prepared. Pupils should be taught key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health. In addition to curriculum content, schools should also make adequate and sensitive arrangements to help girls prepare for and manage menstruation including with requests for menstrual products. Schools will need to consider the needs of their cohort of pupils in designing this content.

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## Appendix IV – Me, Myself & I Topic Overview

Autumn I	Autumn II	Spring I	Spring II	Summer	Summer II
<b>Personal Safety</b>	<b>Online Safety</b>	<b>Bullying &amp; Exploitation</b>	<b>Managing Relationships</b>	<b>Community &amp; Responsibility</b>	<b>Preparing for Adult Life</b>
<ul style="list-style-type: none"> <li>• Personal safety (risk management)</li> <li>• Making safe &amp; healthy</li> </ul>	<ul style="list-style-type: none"> <li>• Online presence &amp; reputation; online choices &amp; influences; online relationships</li> <li>• Digital &amp; media literacy (<a href="https://echo-breaking-news.com/blog/media-literacy-vs-digital-literacy/">https://echo-breaking-news.com/blog/media-literacy-vs-digital-literacy/</a>)</li> </ul>	<ul style="list-style-type: none"> <li>• Resisting peer influence</li> <li>• Bullying</li> <li>• Gangs &amp; violent crime</li> </ul>	<ul style="list-style-type: none"> <li>• Managing conflict &amp; friendship challenges</li> <li>• Relationship boundaries &amp; healthy relationships; expectations &amp; values;</li> <li>• Unwanted contact/consent; identifying &amp; responding to abuse &amp; harassment</li> <li>• Sexting</li> </ul>	<ul style="list-style-type: none"> <li>• Rights in the community</li> <li>• FGM &amp; forced marriage – nature of committed relationships</li> <li>• LGBT + inclusivity</li> <li>• Diversity, equality + discrimination; stereotypes &amp; prejudice</li> <li>• Extremism</li> </ul>	<ul style="list-style-type: none"> <li>• Preparing for adult life</li> <li>• Money management; financial decisions; saving &amp; borrowing; gambling, financial choices &amp; debt; fraud &amp; cybercrime</li> </ul>

## CAREERS & EMPLOYABILITY - ongoing

- Preparation for and reflection on work experience
- Aspirations for the future
- Aligning actions with goals
- Career choices
- Sources of careers advice
- Skills for employment
- Applying for employment
- Employability
- Qualifications options

Please refer to the Future Possibilities Policy for further details on careers education.