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RELATIONSHIPS AND SEX HEALTH EDUCATION
SYLLABUS FOR SECONDARY EDUCATION

School year 2024-2025

TABLE OF CONTENTS

- 1. INTRODUCTION**
- 2. CONTEXT**
- 3. LEARNING STANDARDS**
- 4. CONTENTS**
- 5. METHODOLOGY**
- 6. ASSESSMENT**

1. INTRODUCTION

The aim of RSHE 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.

Effective RSHE 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.

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.

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.

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.

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.

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.

It is recognised that there will be a range of opinions regarding RSHE. 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.

Schools may choose to explore faith, or other perspectives, on some of these issues in other subjects such as Religious Education.

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.

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.

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.

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.

2. CONTEXT

2.1 LEGAL FRAMEWORK

This syllabus follows the UK statutory guidance Relationships and Sex education (RSE) for Secondary updated 13 September 2021.

2.2 SCHOOL AND STUDENTS

The following syllabus is carried out at IE Vicente Cañada Blanch school located in London. It is an independent school that caters mainly for bilingual Spanish-English speakers. Students are taught according to the Spanish education

regulations but some aspects of the English syllabus and the subject of RSHE are added, responding to students' needs and the fact of being a UK based school.

RSHE is taught in 1st and 3rd ESO, Year 8 and Year 10 according to UK educational system. Year 8 is formed by 26 students and Year 10 by 27 students.

3. LEARNING STANDARDS

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 – 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.
- 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), 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, 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

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, for example 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, 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

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)

Mental wellbeing

Pupils should know:

- how to talk about their emotions accurately and sensitively, using appropriate vocabulary
- that happiness is linked to being connected to others
- how to recognise the early signs of mental wellbeing concerns
- common types of mental ill health (e.g. anxiety and depression)
- how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health

- the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness

Internet safety and harms

Pupils should know:

- the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online
- how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours

Physical health and fitness

Pupils should know:

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

Healthy eating

Pupils should know:

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

Drugs, alcohol and tobacco

Pupils should know:

- the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions
- the law relating to the supply and possession of illegal substances
- the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood
- the physical and psychological consequences of addiction, including alcohol dependency
- awareness of the dangers of drugs which are prescribed but still present serious health risks
- the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so

Health and prevention

Pupils should know:

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

Basic first aid

Pupils should know:

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

Changing adolescent body

Pupils should know:

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

4. CONTENTS

TIME SEQUENCE

1° ESO

1st Term

Unit 1: Families

1.1 Committed relationships

- Types of committed relationship
- Diverse relationships and families
- Happiness and bringing up children
- A nurturing environment
- Responsibilities of parents/carers

1.2 Marriage, civil partnerships and cohabitation

- Who can marry
- Marriage rights and protections
- Freedom to consent to marriage
- Civil partnership
- Cohabitation
- Unregistered marriages
- Difficulties in relationships
- Ending committed relationships
- Divorce and dissolution

1.3 Unsafe relationships

- Knowing when to trust people
- Unsafe relationships
- Getting help and support

Unit 2: Internet Safety and Harms

- How the online world is different
- Unhealthy comparisons
- Body image
- Social media and reality
- Over-relying on online relationships
- Gambling
- Recognising problem gambling
- Targeted advertising and information
- Online information
- Targeted advertising
- Influencers
- Accessing support
- Identifying harmful behaviours
- When to get support

2nd Term

Unit 3: First Aids

- Basic treatment for common injuries
- Basic first aid approaches
- What to do if the injury requires an alternative or emergency response
- Live saving skills: Recovery position, CPR, Defibrillators, Understanding, finding, using defibrillators

Unit 4: Health and fitness

- Characteristics of a healthy lifestyle
- Physical activity in the daily routine
- Muscle and bone strengthening
- Preparing for physical activity
- Measuring fitness
- Maintaining a healthy weight
- Abdominal obesity
- Help with weight concerns

3rd Term

Unit 5 Health and Prevention

- Personal hygiene
- Bacterial infections
- Antibiotic resistance
- Dental health
- What good dental health is
- Tooth decay and gum disease
- Preventing plaque build up
- Flossing and interdental cleaning

- Sugar and dental health
- Immunisation and vaccination
- The immune system
- Vaccinations
- Sleep health
- Getting good quality sleep
- Devices and sleep

3rd ESO

1st Term

Unit 1: Changing adolescent body

- The brain during puberty
- Managing emotions and behaviour
- Managing sexual attraction
- Diversity of developing bodies
- Hygiene during puberty
- Penis hygiene
- Vulva hygiene
- Menstrual wellbeing

Unit 2: Mental Wellbeing

- Talking about emotions
- Happiness and personal connection
- Recognising wellbeing concerns
- Common types of mental ill health
- Understanding anxiety
- Critically evaluate mental wellbeing
- Build on positive wellbeing factors

2nd Term

Unit 3: Being safe

3.1 Consent and communicating consent

- Consent
- Communicating consent
- Not pressuring others
- Consent and the law

3.2 Sexual consent

- UK legal age of consent
- Freedom and capacity to consent
- When consent is not possible
- Checking for consent
- People in a position of trust

3.3 Abuse

- Abuse, including child abuse
- Physical abuse
- Neglect
- Domestic abuse
- Online abuse
- Image-based sexual abuse
- Sexual exploitation
- Impacts of abuse
- Getting help – abuse

3.4 Rape and sexual assault

- Rape, sexual assault and the law
- Getting help – rape and sexual assault

3.5 Honour-based violence and forced marriage

- Types of honour-based violence
- Forced marriage
- Getting help – honour-based violence and forced marriage

3.6 Female genital mutilation (FGM)

- FGM and legal protections
- Getting help - FGM

3.7 Grooming

- Grooming and radicalisation
- Getting help – grooming and radicalisation

3.8 Coercion

- Coercion
- Getting help – coercion

3.9 Harassment

- Harassment and Sexual harassment
- Getting help – harassment

Unit 4: Healthy Eating

- A healthy diet
- Carbohydrates
- Protein
- Fat
- Vitamins
- Important vitamins
- Minerals
- Important minerals
- Drinking enough fluids

- Maintaining healthy eating
- Choosing ingredients
- Processed food
- Understanding food labels
- Unhealthy diets
- Poor diet- hypertension
- Poor diet- high cholesterol
- Poor diet- obesity
- Poor diet- tooth decay
- Poor diet- bowel cancer

3rd Term

Unit 5: Drugs, alcohol and tobacco

5.1 Drugs

- Illegal drugs
- Substance misuse
- Health risks of illegal drugs
- Drug risks awareness
- Illegal drugs and mental health
- Dangers of 'self-medication'
- Illegal drugs and the law
- Travel abroad and drugs
- Impact of drug convictions
- Wider impact of illegal drugs
- Prescription drugs risks
- Drugs, crime and illegal gangs

5.2 Alcohol

- Short-term health risks of alcohol
- Long-term health risks of alcohol
- Psychological risks of alcohol
- Brain development and alcohol
- Lower risk alcohol consumption
- Substance use and functioning
- The 'drink drive' limit

5.3 Tobacco

- Harms from tobacco
- Smoking risks and dangers
- Stopping smoking
- Benefits of stopping smoking

Unit 6: Intimate and Sexual Relationships

- Healthy intimate relationships
- Diversity of intimate relationships
- Good communication

- Sex in intimate relationships
- Choosing to not to have sex
- Intimacy without sex
- When relationships end
- Sexual consent and the law
- UK legal age of consent
- Freedom and capacity to consent
- When consent is not possible
- Checking for consent
- People in a position of trust
- Identifying and managing sexual pressure
- Sources of sexual pressure
- Recognising sexual pressure
- Managing sexual pressure
- Not pressuring others
- Sexual relationships
- How sex can affect health
- Future sexual health
- Sexual health screening
- Alcohol, drugs and sex
- Human fertility and reproduction
- Individual development
- Fertility and reproduction
- Ways people have a child
- How health can affect fertility
- Fertility and menopause
- Pregnancy, Pregnancy testing and support
- Having a baby
- Wellbeing during/after pregnancy
- Miscarriage and 'stillbirth'
- Pregnancy choices and support
- Making decisions about pregnancy
- Abortion
- Support if considering abortion
- Sexually transmitted infections
- Other ways people get STIs
- Understanding 'safer sex'
- Impact of STIs
- Most common STIs
- STI help and testing
- STI treatment
- Contraception and sexual health advice
- Right to sexual health services
- Contraceptive choices
- Emergency contraception
- Using condoms

5. METHODOLOGY

5.1 TEACHING STRATEGIES

5.1.1 National curriculum subjects: citizenship, science, computing and PE

Relationships Education, RSE and Health Education complement several national curriculum subjects. Where schools are teaching the national curriculum, they should look for opportunities to draw links between the subjects and integrate teaching where appropriate. There continues to be no right of withdrawal from any part of the national curriculum.

The national curriculum for citizenship at key stages 3 and 4 aims to provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society. In particular, citizenship education should foster pupils' awareness and understanding of democracy, government and how laws are made and upheld. Teaching should equip pupils with the knowledge to explore political and social issues, to weigh evidence, debate and make reasoned arguments. It should also prepare pupils to take their place in society as responsible citizens, manage their money well and make sound financial decisions.

At key stages 1 and 2, the national curriculum for science includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty. At key stage 3 and 4, it includes teaching about reproduction in humans; for example, the structure and function of the male and female reproductive systems, menstrual cycle, gametes, fertilisation, gestation, birth, HIV and AIDS.

The national curriculum for computing aims to ensure that all pupils can understand and apply the fundamental principles and concepts of computer science, including logic, algorithms and data representation. It also covers e-safety, with progression in the content to reflect the different and escalating risks that young people face as they get older. This includes how to use technology safely, responsibly, respectfully and securely, how to keep personal information private, and where to go for help and support.

The national curriculum for PE aims to ensure that pupils develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and activities and lead healthy, active lives.

Schools need to consider how they can ensure that Relationships Education, RSE and Health Education complement existing national curriculum subjects and whole school approaches to wellbeing and health. For example, health education can complement what is taught through PE by developing core knowledge and broader understanding that enables people to lead healthy, active lives and citizenship can complement all of the new subjects in the coverage of law. Schools should tailor their curriculum to meet the needs of their pupils.

5.1.2 Friendly classroom and active participation

This syllabus fosters active participation on the part of the students. Therefore, the teacher will guarantee there is a positive environment in the classroom so that students feel comfortable and confident to talk about their ideas, thoughts and feelings.

All the students should be able to express themselves with confidence, respect, and tolerance to one another.

5.1.3 Projects and presentations

There will be plenty of opportunities for students to do research on the different topics to be covered during the school year. Part of classwork will be dedicated to reflect on different issues, problem solving and realisation of tasks and projects.

Students will have to work in collaboration as sometimes they will have to do some of the projects and presentations in pairs or small groups.

5.2 MATERIALS

This subject requires the use of authentic material, as information should be based on facts.

We will make use of resources of Annex B in the UK government guide.

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/annex-b-resources-for-relationships-education-relationships-and-sex-education-rse-and-health-education>

Moreover, we will use the following books as reference :

- Explore PSHE for Key Stage 3 Student Book, by Pauline Stirling. Hodder Education, 2020.
- Explore PSHE for Key Stage 4 Student Book, by Philip Ashton. Hodder Education, 2020.
- Great Relationships and Sex Education: 200+ Activities for Educators Working with Young People, by Alice Hoyle. Routledge, 2019.

6. ASSESSMENT

Schools should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. A strong curriculum will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress.

Lessons should be planned to ensure that pupils of differing abilities, including the most able, are suitably challenged. Teaching should be assessed and assessments used to identify where pupils need extra support or intervention.

Whilst there is no formal examined assessment for these subjects, there are some areas to consider in strengthening quality of provision, and which demonstrate

how teachers can assess outcomes. For example, tests, written assignments or self-evaluations, to capture progress.

6.1 MARKING CRITERIA

40% PSHE notebook

40% Projects and various assignments

20% class behaviour, interest, participation