



ORWELL PARK SCHOOL

RELATIONSHIP AND SEX EDUCATION (RSE) AND HEALTH EDUCATION POLICY

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I. Definition

The following policy refers to Relationships and Sex Education and Health Education at Orwell Park School.

At our school, Relationships and Sex Education and Health Education focuses on teaching pupils about caring friendships, families, respectful relationships, online safety, personal safety, growing up, and puberty, in line with the DfE 2020 Statutory Relationship and Health Education guidance.

Relationships and Health Education (RHE) is a compulsory subject taught as part of our Life Skills (Personal, Social, Health, and Economic) education from Reception to Year 8. Our Life Skills and RHE curriculum is designed to help children grow up happy, healthy, and safe, providing them with age-appropriate knowledge and skills throughout their time at school. Life Skills includes all elements of Relationships and Health education as well as elements of citizenship and financial literacy. For more detailed information on Life Skills, please refer to our Life Skills policy, available on our school website along with our other school policies.

Sex Education is included within the Relationships and Health Education curriculum for Year 6, 7 and 8 and builds on the understanding of puberty and growing up, which is a required part of Health Education. Sex education in the primary stage specifically covers the scientific process of reproduction, including how a baby is conceived and born. This is a non-statutory element within Year 6 RHE lessons. However, it is taught as part of the Relationships and Health education topic 'Growing and changing'.

2. Aims

The aim of this policy is to enable the effective planning, delivery and assessment of Relationships and Sex Education and Health Education.

This policy outlines the approach to Relationships Education, Relationships and Sex Education (RSE) and Health Education at Orwell Park School, in accordance with the latest Department for Education (DfE) statutory guidance (to be introduced September 2026). Our aim is to provide high-quality, age-appropriate education that equips pupils with the knowledge, skills, and values to lead safe, healthy, and fulfilling lives.

We have consulted with staff, parents, governors, and pupils in developing this policy to ensure it reflects the views of the whole school community.

The aims of the curriculum at our school are to:

- Provide a framework in which sensitive discussions can take place
- Develop confidence in talking, listening and thinking about feelings and relationships
- Support children in becoming resilient, confident, and well-informed individuals
- Equip pupils with the life skills needed to make informed decisions and protect themselves from harmful or exploitive situations
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Foster respect for the views of other people

- Help pupils recognize and maintain healthy age-appropriate relationships
- Promote equality, explore human and social diversity, and foster self-worth while encouraging the recognition, acceptance, and respect of differences
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

3. Statutory Requirements

Schools are required to comply with relevant requirements of the Equality Act 2010. Further guidance is available for schools in The Equality Act 2010 and schools' advice. The DfE guidance states that schools should pay particular attention to the public sector equality duty (PSED).

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

As a prep school, we must provide Relationships Education to all pupils as per section 34 of the Children and Social Work Act 2017. We are not required to provide sex education up to Year 6, however, our school delivers sex education as part of Relationships and Health Education to Year 6 pupils. Parents have the right to request withdrawal from non-statutory sex education lessons. This does not apply to Relationships or Health Education. Requests should be made in writing to the Head, who will meet with parents to discuss the request before making a final decision.

In accordance with the Children and Social Work Act 2017, relationships and sex education should have regard to the age and religious background of the pupils and must include:

- Safety in forming and maintaining relationships
- The characteristics of healthy relationships
- How relationships may affect physical and mental health and well-being

The 2026 statutory guidance introduces clear age thresholds to ensure that content on sexual activity, pornography and gender identity is only taught at the appropriate stage (secondary phase). Our curriculum reflects these thresholds and delays these topics until Year 7 and above.

Documents that inform the School's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Keeping Children Safe In Education – Statutory safeguarding guidance (2025)
- Children and Social Work Act (2017)
- Working Together to Safeguard Children (2019)

- DfE Statutory RSE Guidance (2026)

At Orwell Park School we teach RSE as set out in this policy.

4. Delivery of Relationships and Sex Education and Health Education

Our RSHE curriculum is taught as part of our Life Skills curriculum which is split into three main topics: Relationships, Health and Wellbeing, and Living in the Wider World. Relationships Education is taught in the Autumn term, Health and Wellbeing Education is taught in the Autumn and Spring term and the Summer term is dedicated to Living in the Wider World. Biological aspects of Relationships and Health Education are also taught within the science curriculum in Year 7. A long term overview of what is covered in Life Skills can be found in appendix 1.

As a school we use the PSHE Association Programme Builders to develop the Life Skills programme. The schemes of work developed meet all of the Department for Education's statutory requirements for Relationships Education, RSE and health education (see appendices 2 to 5). Details about our school Life Skills policy and curriculum are available on the school website. The Children and Social Care Act and the Equality Act also underpin this curriculum.

A full termly overview of our RSE and Health Education curriculum is published on the school website so that parents are clear about what is taught and when.

4.1 Relationships Education

Relationships Education at primary school focuses on relationships that are relevant to children at this life stage, so lessons focus on families, friends and other professionals who support children. As defined in the statutory RHE guidance, Relationships education is categorised as teaching about the fundamental building blocks and characteristics of positive relationships and are covered in an age-appropriate way from EYFS to Year 6:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

In Years 7 and 8, Relationships and Sex Education focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships
- The law

When discussing family life, care is taken to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, same-sex parents, families

headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers). In addition, this supports the application of the statutory responsibility to uphold the Equality Act and is in alignment with the teaching of the Fundamental British Values which promote mutual respect and tolerance.

4.2 Health Education

Health Education is categorised by the following topics as per the DfE statutory guidance.

- Mental Wellbeing
- Internet Safety and Harm
- Physical Health and Fitness
- Healthy Eating
- Drugs, Alcohol and Tobacco (inc Vaping)
- Health and Prevention
- Basic First Aid
- Changing adolescent body

The changing adolescent body (puberty) is covered in years 4, 5 and 6. It is covered at this age to ensure children are prepared for the emotional and physical changes that will happen during puberty. Lessons around puberty begin by ensuring children understand the distinct stages of the life cycle, children should recognise that whilst they are currently in childhood, these changes will begin and continue through adolescence and are preparing their bodies for adulthood. Within these lessons, children will be taught about hormones, the reproductive systems of males and females and the menstrual cycle. This content is introduced gradually from Year 4 onwards.

By Year 6, students will have a comprehensive understanding of the changes that happen during puberty and the workings of the male and female reproductive system. It is at this point that the one Sex education class is taught which explains the scientific process in which the life cycle continues through reproduction and conception. This lesson covers the scientific process of how a baby is conceived and born and how this correlates to the reproductive systems of males and females.

In Year 6, girls also receive extra single sex lessons to discuss menstruation further and these lessons often take place with the school nurse and the Head of Girls Boarding.

4.3 Delivery

Life Skills will be predominantly taught in class groups by class teachers in the Lower Prep. In the Upper Prep, Life Skills is mostly taught by the Head of Department (Caroline Brunt). It is usually delivered in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups, which often take place outside of the curriculum timetable.

Staff are aware that views around RHE related issues are varied. However, while personal views are respected, all RHE issues are taught without bias. Lessons focus on the scientific and legal positioning of these topics. A variety of views and beliefs may be presented or discussed so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.

Both formal and informal RHE questions arising from pupils are answered according to the age

and maturity of the pupil(s) concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Lead if they are concerned.

4.4 Age-appropriate Content

We ensure that RSE and Health Education content is delivered at developmentally appropriate stages. Recent updates to the national curriculum set clear age limits to protect children from exposure to inappropriate content. The curriculum is regularly reviewed to reflect best practices and safeguard pupils from harmful influences.

The following are protocols teachers follow for discussion ('Ground Rules')

- No one (teacher or pupil) will have to answer a personal question
- No one will be forced to take part in a discussion
- Only correct/agreed names for body parts will be used
- Meanings of words will be explained in a sensible and factual way
- The use of a question box may help to lessen embarrassment of asking questions
- Teachers may use their discretion in responding to questions and may say (for example):
 - The appropriate person to answer that question is your parent
 - The question can be discussed one to one after class
 - The topic will be covered at a later stage in their Relationships Education

The Head of Life Skills is the member of staff who monitors the implementation of Relationships and Sex Education and Health Education. This monitoring is done through book scrutiny, lesson observations, pupil academic and staff focus groups.

Relationships and Sex Education and Health Education is assessed and evaluated by using the PSHE Association programme of study and resources.

4.5 Children with SEND, EAL and Vulnerable Children

Teaching and resources will be differentiated as appropriate to address the needs of all children, including those with special educational needs and/or disabilities (SEND), those with English as an additional language (EAL), and vulnerable children, to ensure that all pupils have full access to the content of relationship and sex education. Where pupils experience language or communication barriers, staff will use adapted resources, visual aids, simplified language, and additional support to promote understanding.

4.6 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils, including those with SEND, EAL, and vulnerable pupils, will relate to them
- Is sensitive to all pupils' backgrounds and experiences, including those who may face language or communication challenges
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Ensure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - I-to-I discussions
 - Digital formats
- Give careful consideration to the level of differentiation and support required, with specific strategies in place for SEND, EAL, and vulnerable pupils, including those who may need additional communication support to ensure accessibility and understanding

4.7 Equal Opportunities

The provision of RSE complies with relevant requirements of the Equality Act 2010. All pupils aged three and above are entitled to receive relationship and sex education regardless of ability, gender, race, or religious belief.

Through relationship and sex education, we seek to develop a positive view of female and male sexuality. It is our intention for pupils to have the opportunity to experience a programme of RSE at a level which is appropriate for their age, physical development, language ability, and communication needs, with differentiated provision if required for SEND, EAL, and vulnerable pupils.

We will provide equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it. The relevant protected characteristics are: sex, race, disability, religion or belief, sexual orientation, pregnancy and maternity, gender reassignment, and age.

4.8 Safeguarding and Disclosure

Teachers are aware that effective relationship and sex education, which brings an understanding of what is and is not acceptable in a relationship, may lead to a disclosure of a safeguarding nature.

Staff cannot promise confidentiality if a child makes a disclosure. Any safeguarding concerns will be shared with the Designated Safeguarding Lead (DSL) in line with our Safeguarding Policy. Teachers will take particular care to support SEND, EAL, and vulnerable children, including those with language and communication barriers, ensuring that they are given the time, support, and resources they need to express themselves clearly and be understood.

4.9 Safeguarding and Preventing Misogyny

Safeguarding is at the heart of our RSE curriculum. Our lessons promote healthy relationships, respect, and equality, addressing issues such as misogyny and harmful online influences. Pupils are taught to recognize and challenge inappropriate behaviours and ideologies, ensuring a safe and respectful school environment.

4.10 Use of Resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings

- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

4.11 Training

We acknowledge that the effective teaching of RSE, within the Life Skills framework, requires particular skills and expertise. Those staff with specific responsibility for delivering the programme will be consulted as to their particular training requirements and suitable training will be made available where required. It is essential that those teachers delivering the programme are confident in their abilities and in the support offered by this policy.

5. Use of External Organisations and Materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools, and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and that the resources they intend to use are appropriate for SEND, EAL, and vulnerable pupils.
- Ensure materials:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
- Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach, and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use

- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure the teacher is in the room during any sessions with external speakers
- Share all external materials with parents and carers

We won't, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

6. Parental Engagement and Transparency

The school recognises that parents are often the first educators of their children on matters related to Relationships and Health. We are committed to working closely with parents and carers to maintain transparency regarding RSE and Health Education. The school shares the objective of keeping children happy, healthy, and safe, and looks to parents as partners in the delivery of Relationships and Health Education.

Parents will be informed about the Relationships Education programme throughout the year, as part of information provided on what their children will be learning in Life Skills, in the monthly OrWellbeing newsletter. Parents are informed in advance of teaching specifically about puberty and reproduction via a letter home. This policy is available to view on the school website. Parents are also informed that they can view all lesson plans and teaching resources upon request and that discussions are welcome at any opportunity.

6.1 Right to withdraw

Parents have the right to request that their child be withdrawn from the non-statutory components of sex education delivered as part of statutory RSE (taught in Year 6 only). Requests for withdrawal should be submitted in writing to the Head, who will discuss the request with parents and make arrangements for alternative provision if necessary.

In the event of a child being withdrawn from a lesson, that child must stay in school and will be assigned to another class until that specific lesson is over. Parents will be advised that they have an obligation to provide the information at home using information available from the DfE. Parents are encouraged to discuss such a decision with staff at the earliest opportunity and are welcome to view any RSE resources the School uses.

If you withdraw your child from sex education lessons, the school cannot guarantee that your child will not hear about the content of lessons from other pupils (e.g., on the playground). By withdrawing children, they may seek the information from elsewhere (e.g., friends, siblings, the internet), which can often be incorrect, unreliable, or inappropriate for their age.

7. Roles and Responsibilities

7.1 The Governors

The Education Committee will approve the RSHE policy annually. The Governors delegate the responsibility for implementation of this policy to the Head.

7.2 The Head

The Head is responsible for ensuring that RSHE is taught consistently across the School, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 6).

7.3 The Life Skills/RSHE Lead

The member of staff in charge of leading Relationships and Health Education must:

- Ensure staff are trained and confident in delivering RHE before it is taught
- Ensure materials are consistent, age-appropriate, and accessible for SEND, EAL, and vulnerable pupils
- Liaise with parents to ensure they are aware of the curriculum
- Monitor the delivery of RHE across the school through:
 - Work scrutiny
 - Lesson observations
 - Departmental meetings
 - Informal meetings with teachers delivering the programme
- Regularly assess the impact and effectiveness of RHE by engaging with staff, pupils (including SEND, EAL, and vulnerable pupils), and parents

7.4 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils, including those with SEND, EAL, and vulnerable pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff who have concerns about teaching RSE are encouraged to discuss this with the Head of Life Skills or Head. All RSE is currently taught by the Head of Life Skills.

7.5 Pupils

Pupils are expected to engage fully in Relationships and Health Education and, when discussing issues related to RSE, treat others with respect and sensitivity. Pupils should apply the knowledge and skills learnt to all areas of their life at appropriate stages, including respecting diversity and supporting peers with SEND, EAL, or vulnerability.

7.6 Parents

Parents should support their children at home by engaging with the content delivered in Relationships and Health Education. Parents should encourage children to continue using the correct

terminology for body parts, be available to answer questions, and support all children with varying needs in making informed decisions about their health and wellbeing.

8. Policy Accessibility and Review

This policy is available on the school's website and will be reviewed annually or sooner if statutory guidance changes. The Head, Governors, and Head of Life Skills will be involved in policy reviews to ensure it remains relevant and effective.

For any further information or queries, parents are encouraged to contact the Head of Life Skills (RSE Coordinator).

Last Reviewed: September 2025

APPENDICES

Appendix 1: Life Skills Curriculum Map

	AUTUMN: Relationships			AUTUMN/SPRING: Health and Wellbeing			SUMMER: Living in the Wider World		
	Families and friendships	Safe relationships	Respecting ourselves and others	Physical health and Mental Wellbeing	Growing and changing	Keeping safe	Belonging to a community	Media literacy and digital resilience	Money and work
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	Keeping healthy; food and drink, sun safety; keeping teeth healthy; recognising feelings	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe: things that go into our bodies; medicines	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; Sharing opinions	Keeping healthy with physical activity; why sleep is important; managing feelings and asking for help, change and loss	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies	Embracing change and new challenges; transition and moving to a new class	Making good viewing choices and keeping safe;	What money is; needs and wants; looking after money
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Valuing friendships; Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	Health choices and habits; what affects feelings; expressing feelings	Personal identity; personal strengths and achievements; developing a sense of self-worth	Risks and hazards: exploring everyday risks	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; Setting personal goals
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe

	AUTUMN: Relationships			AUTUMN/SPRING: Health and Wellbeing			SUMMER: Living in the Wider World		
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal hygiene during puberty; emotional changes; mental wellbeing	Keeping safe in different situations, including responding in emergencies	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and Managing pressure; consent in different situations	Recognising the impact of bullying on someone, how to safely report and seek support, if it is witnessed or experienced	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Puberty recap; human reproduction and birth; increasing independence	regulations and choices; drug use and the law; managing risk-influences and pressure	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks
	Diversity		Building relationships	Safety		Health and puberty	Developing skills and aspirations		Financial decision making
Year 7	Working with Boys: Creating Cultures of Mutual Respect in Schools by Andrew Hampton <i>Topics: Banter, Hierarchies, Humour, Humiliation, Anger, Behaviour types, Self-regulation, Crying and emotional expression, Football, Jostling and consent, Competition, Lifestyle choices</i>			personal safety in and outside school, including first aid		Healthy routines including diet, exercise and sleep, influences on health, dental health, puberty	Careers, teamwork and enterprise skills, and raising aspirations		Saving, borrowing, budgeting and making financial choices
	Discrimination		Identity and relationships	Emotional wellbeing		Drugs and alcohol	Digital literacy/Community and careers		Leavers' Course
Year 8	Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia		Gender identity, sexual orientation, consent, 'sexting', relationship values and expectations	Mental health and emotional wellbeing, including body image and coping strategies		Alcohol and drug misuse (smoking and vaping) and pressures relating to drug use	Equality of opportunity in careers and life choices, and different types and patterns of work		Activities which focus on the school's core values and preparing pupils to leave

Appendix 2: Relationships Education/Relationships and Sex Education (RSE) and Health Education Curriculum Map

Medway Public Health Directorate: Changing and growing up

Curriculum Map of lesson plans and content in each key stage

	Lesson title and summary	Life Skills (PSHE) education Programme of Study	DfE statutory RSHE guidance, key stages 1 and 2
Yr 1 & 2	<i>1. My special people</i> We are learning about the special people in our lives and how we care for one another <i>2. We are growing: human life cycle</i> We are learning about how we change as we grow <i>3. Everybody's body</i> We are learning to name different parts of the body, including genitalia	H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) H26. about growing and changing from young to old and how people's needs change R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard R23. to recognise the ways in which they are the same and different to others L2. how people and other living things have different needs; about the responsibilities of caring for them	Caring friendships • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. Respectful relationships • practical steps they can take in a range of different contexts to improve or support respectful relationships Online relationships • that the same principles apply to
Yr 3	<i>1. What makes a good friend?</i> We are learning about friendship, including why it is important and what makes a good friend	R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships	

	2. <i>Falling out with friends</i> We are learning how to maintain good friendships and about solving disagreements and conflicts with peers	R13. the importance of seeking support if feeling lonely or excluded R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary	online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. Being safe - about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. - how to recognise and report feelings of being unsafe or feeling bad about any adult. - how to report concerns or abuse, and the vocabulary and confidence needed to do so. - where to get advice e.g. family, school and/or other sources. Mental wellbeing - that mental wellbeing is a normal part of daily life, in the same way as physical health. - that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. - how to recognise and talk about their emotions, including having a varied vocabulary of words to use
Yr 4 & 5	1. <i>Puberty: time to change</i> We are learning about the physical changes that happen during puberty 2. <i>Puberty: menstruation and wet dreams</i> We are learning about the biological changes that happen during puberty 3. <i>Puberty: personal hygiene</i> We are learning about the importance of personal hygiene during puberty 4. <i>Puberty: emotions and feelings</i> We are learning about emotional changes during puberty	H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H17. to recognise that feelings can change over time and range in intensity H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H26. that for some people gender identity does not correspond with their biological sex H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene H34. about where to get more information, help and advice about growing and changing, especially about puberty	

Yr 6	<i>1. Puberty: recap and review</i> We are learning about the changes that happen during puberty (recap from year 4-5) <i>2. Puberty: change and becoming independent</i> We are learning about managing change and becoming more independent <i>3. Positive and healthy relationships</i> We are learning about positive, healthy relationships <i>4. How babies are made</i> We are learning about how a baby is made	In addition to recapping on the Year 4 and 5 content: H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for H35. about the new opportunities and responsibilities that increasing independence may bring H36. strategies to manage transitions between classes and key stages R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships	when talking about their own and others' feelings. Changing adolescent body • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.
Lesson title	Learning objects	Learning outcomes	PoS references
Y7 L1 Puberty	We are learning about how the emotions are affected by puberty, how this may affect relationships and how to manage this.	• I can describe the main physical and emotional changes experienced during puberty. • I can evaluate how relationships can be affected during puberty. • I have strategies for managing the emotional aspects of puberty.	• H2, H5, H6, H34

Y7 L2 Menstrual wellbeing	We are learning about menstrual (period) wellbeing.	• I can describe and evaluate a range of menstrual products. • I can give advice about managing menstrual wellbeing. • I can challenge assumptions and stereotypes about menstruation.	• H21, H34
Y7 L3 Healthy relationships	We are learning about the qualities of healthy and unhealthy relationships.	• I can describe the features of different committed, stable, healthy relationships. • I can identify healthy and unhealthy relationship behaviours. • I can explain appropriate online relationship behaviour.	• R9, R13
Y7 L4 Managing family conflict	We are learning skills to manage relationship conflict in families.	• I can recognise that disagreements in family relationships are common but that effective communication can improve relationships. • I can explain different communication styles and their likely impacts. • I can give examples of effective communication.	• R1, R2, R16, R19
Y7 L5 Introducing consent	We are learning about what consent means, both legally and ethically, and what it looks like in practice.	• I can explain what consent means, both legally and ethically, and why it is so important. • I can describe how to recognise when a person is consenting and when they are not. • I can explain how consent is sought, given and not given in a healthy relationship. • I can describe or demonstrate what to say and do to seek the consent of another person.	• R11, R12, R16, R18, R23, R24, R25, R26, R27
Y8 L1 Relationship values	We are learning to develop realistic and healthy relationship values and expectations.	• I can reflect on and articulate my relationship values • I can identify healthy and unhealthy relationship behaviours and suggest ways to respond.	• R2, R9, R10
Y8 L2 Influences on relationship expectations	We are learning how to challenge unrealistic relationship expectations.	• I can justify my views around expectations in relationships. • I can explain issues relating to the sharing of sexual images. • I can explain how the media can distort relationship expectations.	• H3, R2, R7, R8, R11, R14, R29, R30, R43, R44, L21, L24, L25, L27
Y8 L3 Sexual orientation and gender identity	We are learning to understand and respect the spectrum of gender identities and sexual orientations.	• I can explain the difference between sexual orientation and gender identity. • I can demonstrate support for those who have shared their sexual orientation and/or gender identity.	• R1, R3, R4, R5, R11, R40, R41
Y8 L4 The importance of consent	We are learning about common assumptions related to consent and how to challenge these.	• I can identify common assumptions related to consent and explain why these are wrong. • I can explain the right to not give/withdraw consent at any time and why this must be respected. • I can describe or demonstrate ways to avoid making assumptions related to consent, and strategies someone	• R6, R7, R8, R24, R25, R26, R27, R28

		could use to not give or withdraw consent.	
Y8 L5 Introduction to consent	We are learning about how and why different contraceptives are used.	• I can describe what is meant by contraception. • I can explain how and why condoms are used. • I can explain how and why the contraceptive pill is used. • I can state where to get contraception from.	• H21, H35, H36, R23, R33

Appendix 3: Relationships Education (Primary)
By the end of primary school pupils should know

Topic	Pupils should know
Families and people who care for me	1. That families are important for children growing up safe and happy because they can provide love, security and stability. 2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. 3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. 4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. 5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	1. How important friendships are in making us feel happy and secure, and how people choose and make friends. 2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. 3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. 4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. 5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. 6. How to manage conflict, and that resorting to violence is never right. 7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.
Respectful, kind relationships	1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. 2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. 3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. 4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. 5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.

	6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. 7. The conventions of courtesy and manners. 8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. 9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. 10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. 11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.
Online safety and awareness	1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. 2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. 3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. 4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. 5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. 6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.
Being safe	1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. 2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. 5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.

	6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. 7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.
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Appendix 4: Relationships and Sex Education (Secondary)

By the end of secondary school pupils should know

Topic	Pupils should know
Families	1. That there are different types of committed, stable relationships. 2. How these relationships might contribute to wellbeing, and their importance for bringing up children. 3. Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony. 4. That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children. 5. That forced marriage and marrying before the age of 18 are illegal.⁸ 6. How families and relationships change over time, including through birth, death, separation and new relationships. 7. The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development. 8. How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust.
Respectful relationships, including friendships	1. The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships. 2. How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal. 3. The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others. 4. What tolerance requires, including the importance of tolerance of other people's beliefs. 5. The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict. 6. The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help. 7. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.

	8. The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok. 9. How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice. 10. How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others. 11. How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others. 12. Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called 'involuntary celibates' (incels) or online influencers.
Online safety and awareness	1. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. 2. Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues. 3. The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online. 4. Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images. 5. That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime. 6. What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online.

	7. About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them. 8. That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong. 9. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice. 10. How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns. 11. That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it. 12. How information and data is generated, collected, shared and used online. 13. That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising). 14. That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion. 15. That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk.
Being safe	1. How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent. 2. That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others. 3. How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed. 4. How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions.

	5. What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it. 6. That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting. 7. The concepts and laws relating to sexual violence, including rape and sexual assault. 8. The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language. 9. The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour. 10 10. That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed. 11. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation. 12. The concepts and laws relating to forced marriage. 13. The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible. 14. That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death. 15. That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful. 16. How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault.
Intimate and sexual relationships, including sexual health	1. That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive. 2. The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex. 3. Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent. 4. 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. 5. That some sexual behaviours can be harmful.

	6. The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision-making. 7. That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help. 8. How the different sexually transmitted infections (STIs), including HIV, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma 9. The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment. 10. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour. 11. How and where to seek support for concerns around sexual relationships including sexual violence or harms. 12. How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment.
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Appendix 5: Physical Health and Mental Wellbeing (primary)

Topic	Pupils should know
General wellbeing	1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. 2. The importance of promoting general wellbeing and physical health. 3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. 4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. 5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 6. That isolation and loneliness can affect children, and the benefits of seeking support. 7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. 8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. 9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). 10. That it is common to experience mental health problems, and early support can help.
Wellbeing online	1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. 2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. 3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. 4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. 5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. 6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. 7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. 8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.

	9. How to understand the information they find online, including from search engines, and know how information is selected and targeted. 10. That they have rights in relation to sharing personal data, privacy and consent. 11. Where and how to report concerns and get support with issues online.
Physical Health and Fitness	1. The characteristics and mental and physical benefits of an active lifestyle. 2. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity. 3. The risks associated with an inactive lifestyle, including obesity. 4. How and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy Eating	1. What constitutes a healthy diet (including understanding calories and other nutritional content). 2. Understanding the importance of a healthy relationship with food. 3. The principles of planning and preparing a range of healthy meals. 4. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol, tobacco and vaping	1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.
Health protection and prevention	1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. 4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist. 5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. 6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.
Personal safety	1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. 2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.
Basic first aid	1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. 2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.
Developing bodies	1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. 2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.

	3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.
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Appendix 6: Physical Health and Mental Wellbeing (Secondary)

By the end of secondary school pupils should know:

Topic	Pupils should know
Mental wellbeing	1. How to talk about their emotions accurately and sensitively, using appropriate vocabulary. 2. The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness. 3. That happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed. 4. That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal. 5. Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully-presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions. 6. How to critically evaluate which activities will contribute to their overall wellbeing. 7. Understanding how to overcome anxiety and or other barriers to participating in fun, enjoyable or rewarding activities – that it's possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it. 8. That gambling can lead to serious mental health harms, including anxiety, depression, and suicide, and that some gambling products are more likely to cause these harms than others. 9. That the co-occurrence of alcohol/ drug use and poor mental health is common and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug use can trigger mental health problems or exacerbate existing ones. That stopping smoking can improve people's mental health and decrease anxiety.
Wellbeing online	1. About the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. 2. 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; the impact that an over-reliance on online relationships, including relationships formed through social media, can have. 3. 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. 4. The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt.

	5. How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories. 6. The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online. 7. The serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it.
Physical health and fitness	1. The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health. 2. Factual information about the prevalence and characteristics of more serious health conditions. 3. That physical activity can promote wellbeing and combat stress. 4. The science relating to blood, organ and stem cell donation.
Healthy eating	1. How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease. 2. The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease. 3. The impacts of alcohol on diet and unhealthy weight gain.
Drugs, alcohol, tobacco and vaping	1. The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health. 2. The law relating to the supply and possession of illegal substances. 3. The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol. 4. The physical and psychological consequences of problem-use of alcohol, including alcohol dependency. 5. The dangers of the misuse of prescribed and over-the-counter medicines. 6. The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so. 7. The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.
Health protection and prevention, and understanding the healthcare system	1. Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics. 2. Dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing consumption of sugar-containing food and drinks, and regular check-ups at the dentist. 3. How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals. 4. The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening.

	5. The facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils. 6. The importance of sufficient good-quality sleep for good health, the importance of screen-free time before bed and removing phones from the bedroom, and how a lack of sleep can affect weight, mood and ability to learn. 7. The importance of healthy behaviours before and during pregnancy, including the importance of pre-conception health, including taking folic acid. The importance of pelvic floor health. Information on miscarriage and pregnancy loss, and how to access care and support. 8. How to navigate their local healthcare system: what a GP is; when to use A&E / minor injuries; accessing sexual health and family planning clinics; the role of local pharmacies; and how to seek help via local third sector partners which may have specialist services. 9. The concept of Gillick competence. That the legal age of medical consent is 16. That before this, a child's parents will have responsibility for consenting to medical treatment on their behalf unless they are Gillick competent to take this decision for themselves. Pupils should understand the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment.
Personal safety	1. How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways – including level crossings - and water (including the water safety code), and in unfamiliar social or work settings (for example the first time a young person goes on holiday without their parents). 2. How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media. 3. How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure. 4. Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime. 5. The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an educational tool. Children should be taught that carrying weapons is uncommon, and should not be scared into the perception that many young people are carrying knives (which can lead to the misconception that they need to carry a knife too). 6. The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern.
Basic first aid	1. Basic treatment for common injuries and ailments. 2. Life-saving skills, including how to administer CPR. 3. The purpose of defibrillators, when one might be needed and who can use them.
Developing bodies	1. The main changes which take place in males and females, and the implications for emotional and physical health. 2. The facts about puberty, the changing adolescent body, including brain development. 3. About menstrual and gynaecological health, including: what is an average period; period problems such as premenstrual syndrome; heavy menstrual bleeding; endometriosis; and polycystic ovary syndrome (PCOS). When to seek help from healthcare professionals. 4. The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.

