RELATIONSHIPS, SEX EDUCATION AND HEALTH EDUCATION (RSHE) POLICY

(Secondary)

Document Control Table	
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Document History			
Version	Date	Author	Note of revisions
V6	Oct 25	Carolyn Blundell Natalie Parkin	Definition of RSHE added. Removal of 'Tutor Groups' and now referred to as 'Age appropriate pastoral programmes'. Removal of 'Life / RE lessons and now referred to as 'Personal Development & Growth sessions. Programme delivery : now includes careers and finance. PSHE lead amended to personal development lead.

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			Inclusion and equal opportunities : "both multicultural and gender issues and ensuring equal opportunities for all' replaced with "a range of issues and ensuring equal opportunities for all". Parents/carers directed to contact their academy principal to discuss withdrawal. Complaints : amended to feedback Amended LGB & TQ+ to LGBT to reflect DfE guidance.
V7	Jul 26	Natalie Parkin	Explicit differences between relationships education, health education, and sex education added Information about a preventative approach added Reference to teaching that uses interactive, age-appropriate methods added Section on monitoring, self evaluation and assessment added Information on how the Trust will manage how high-risk subjects are taught added More detail provided in the 'Answering Questions' section Each academy will mandate full transparency with external providers New section added : Neutrality on Contested Topics (Gender Identity) Right to withdraw updated : Principal discretion

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			Appendices updated to reflect September 2026 DfE guidance Policy implementation and review updated

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Introduction

The Trust is aware that children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

Definition of RSHE

Relationships, sex and health education (RSHE) is a curriculum subject that covers a broad range of topics including healthy relationships, families, sexual health, consent, mental wellbeing, physical health, online safety, kindness and the impact of drugs and alcohol. It equips students with the knowledge, skills and values they need to make informed choices, stay safe, and transition successfully into adulthood.

The academy explicitly differentiates between relationships education, health education, and sex education so that parents, staff, and pupils have clear, unambiguous information regarding what is being taught:

- Relationships Education (Statutory - no right to withdraw): this covers the social, emotional, and safety aspects of human interactions. It includes sensitive child protection topics—such as boundaries, consent, sexual harassment, and sexual violence—taught solely to ensure pupil safety and child protection. Relationships education does not involve explaining the mechanical details of sexual activity.
- Sex Education (Right to withdraw applies): this covers the mechanical aspects of sexual activity.

Aims

The Trust's policy for secondary academies will provide clear progression from what is taught in primary schools in relationships education and health education (Appendix 1). Our approach to relationships, sex education and health education, consists of a comprehensive and developmental programme of teaching and learning, which is delivered in a context where the health and wellbeing of pupils and of the whole academy community are actively promoted.

The aim of relationships, sex and health education is to equip students with the knowledge, skills, understanding and confidence to build healthy, respectful and fulfilling relationships throughout their lives. Through this programme, pupils develop self-respect, empathy, resilience and effective communication, enabling them to make informed, ethical and responsible decisions about their relationships, health and wellbeing.

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Our curriculum supports pupils to recognise and celebrate positive relationships, manage disagreements respectfully, establish healthy boundaries and seek support when needed. Pupils are encouraged to think critically, act with kindness, empathy and integrity, and contribute positively to their communities, both online and offline. Alongside developing the knowledge and skills to recognise and respond to risk, pupils are supported to flourish, make responsible choices and develop the confidence to navigate an increasingly complex and changing world. The curriculum is carefully sequenced so that pupils develop the knowledge, understanding and skills they need before they are likely to encounter new situations, relationships or potential risks. This preventative approach helps pupils make safe, informed and responsible choices throughout their lives.

Relationships, sex education and health education is embedded within the wider learning and experience offered by the academy to allow students to experience positive relationships with adults and each other while feeling valued, and ensures that those who are most vulnerable are identified and supported appropriately. Students engage with a wide range of activities and experiences across and beyond the academic curriculum, contributing fully to the life of their academy and community.

Context, including national and local policy and legislation

This policy supports a whole academy approach to relationships, sex education and health education in the curriculum. It is consistent with current legislative frameworks and statutory guidance. The focus is on building on the knowledge gained in primary education and developing students' knowledge and understanding of health risks posed by drugs and alcohol and introducing knowledge about intimate relationships and sex. Alongside this, students learn about mental wellbeing, its importance and how to seek help. Finally there is also a keen focus on developing students' knowledge and awareness of online safety and risks.

At Outwood Grange Academies Trust we believe that effective relationships and sex education (RSE) is essential to enable young people to make responsible and well informed decisions about their lives. Relationships and sex education alongside all aspects of health education should not be delivered in isolation, but instead should be firmly rooted within the curriculum of the whole academy and its wider functions and life. This enables students to understand the vital role of this learning and reflects the Trust's desire to put students first and raise standards and expectations for all.

The Relationships Education, Relationships, Sex education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make relationships and sex education (RSE) compulsory for all pupils receiving secondary education. They also make health education compulsory in all schools except

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independent schools. [1] This policy has been developed with regard to the Department for Education's Relationships, Sex and Health Education Statutory Guidance (2025) and reflects the expectations for schools from September 2026.

National Curriculum

The National Curriculum states that all schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. It must also:

- Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

Relationships, sex education and health education complement several national curriculum subjects, and opportunities are identified to draw links between the subjects and integrate teaching where appropriate.

Programme Delivery

All secondary academies within the Trust will deliver the content set out in Appendix 2 in the context of a broad and balanced curriculum. Effective teaching will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons. Teaching will include sufficient well-chosen opportunities and contexts for pupils to practise applying and embedding new knowledge so that it can be used skilfully and confidently in real life situations. It will use a range of age-appropriate approaches including discussion, scenario based learning, questioning and other participative activities. Teachers will establish clear expectations for respectful discussion and create a safe learning environment where pupils feel confident to explore sensitive issues appropriately.

Each academy will tailor their provision to the needs of their students, individual programmes will vary, however examples of delivery may include;

- Age related pastoral programmes
- Assemblies
- Personal development and growth sessions
- Careers and finance education
- Whole academy focuses or initiatives
- Small group sessions
- External speakers, dramas and agencies

[1] https://assets.publishing.service.gov.uk/media/6970e7e67e827090d02d42e0/Relationships_education_relationships_and_sex_education__RSE__and_health_education__for_intro_1_September_2026_.pdf

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- Interactive workshops
- Health care professionals
- Other curriculum delivery such as; science, Religious Studies (RS), Information and Communication Technology (ICT) and food technology etc.

Monitoring, evaluation and assessment

The relationships, sex education and health education curriculum is subject to regular formal and informal monitoring and evaluation by the Personal Development Lead and the Senior Leadership Team to ensure delivery remains high-quality, sequential, and responsive to student needs. Strategic evaluation takes place yearly across the Trust. Pupil development will be evaluated through a variety of methods including in the moment questioning and bi-yearly student questionnaires. Crucially, these enable senior leaders in schools and across the Trust to identify gaps and patterns in student knowledge and skills. This data can then be used to evaluate, adapt and personalise the programme.

Learning environment and expectations: Creating an inclusive classroom

Teachers are careful to ensure their personal beliefs and attitudes do not influence the teaching of relationships, sex education and health education and to ensure students receive factual, unbiased information.

Relationships, sex education and health education addresses topics which some students may find uncomfortable, therefore it is key that students are mindful of the things that they say and the impact that their words may have on others. They will have opportunities to develop this skill along with the ability to communicate in a mature and thoughtful manner and listen carefully and without judgement to others. Teachers will actively promote the use of caution before talking and remind students frequently of the impact their words may have on others.

To ensure students feel comfortable in learning, staff will create a safe and structured environment to minimise the chance of feeling embarrassed or anxious about content covered. This is further supported by teachers building effective and mutually respectful relationships with students and our behaviour policy, which promotes the development of students to 'Be safe, be respectful and be responsible'. Staff delivering relationships, sex education and health education will be supported with guidance and access to relevant training and shared resources. The culmination of these strategies means that there is a reduction in the possibility of inappropriate behaviour which could make other students feel uncomfortable and therefore negatively impact their learning, along with a reduction in the possibility of sharing inappropriate personal information. Where this does happen, all discourses are dealt with in line with our safeguarding policy.

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We recognise that an interactive approach to relationships, sex education and health education will support the holistic development of our students and engage them in learning. We also recognise the vital importance of ensuring that signposting where help and support can be sought by students to ensure their safety and development.

We acknowledge that students and staff may take part in times of religious observance which may impact on how fully they feel they can engage with some of this learning. Schools should regularly consider the religious and cultural diversity in their school community and adapt their delivery accordingly. For example it could be beneficial to consider the placement of 'Intimate and sexual relationships, including sexual health' in the curriculum and change the time of delivery of this so as to not conflict with the month of Ramadan.

Safeguarding and Child Protection

The nature of relationships, sex education and health education means that pupils may disclose personal information that teachers will respond to appropriately. The classroom is never a confidential place to talk and students will be reminded of this. Students will also be reminded that lessons are not a place to discuss their personal experiences and issues, or to ask others to do so. Any visitor to the academy delivering relationships, sex education and health education related content will be bound by the Trust's policy on confidentiality, regardless of whether they have, or their organisation has, a different policy (unless the organisation's policy matches the expectations of our own). We will make sure visitors delivering relationships, sex education and health education related content are aware of this, and make sure there are enough opportunities for pupils to access confidential support if they need it.

Any information disclosed to a teacher, member of staff or other responsible adult, which causes concern about the student's safety, will be communicated to the designated safeguarding lead as soon as possible, in line with our Child Safeguarding Policy. Relationships and sex education and health education plays a very important part in fulfilling the statutory duties all schools have to meet and this relationships, sex education and health education policy is closely aligned to the school's safeguarding policy.

The Trust and its academies are committed to the safe and sensitive delivery of the relationships, sex education and health education curriculum, particularly when addressing specialised topics. Where challenging or high-risk subjects are taught, academies will proactively engage with qualified external experts, professionals, or local specialist services (such as the NHS) to ensure that all teaching materials and delivery methods are evidence-based, age-appropriate, and safe for all pupils

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Answering questions

We acknowledge that sensitive and potentially difficult issues will arise in relationships, sex education and health education as students will naturally share information and seek answers. When spontaneous discussion arises, it is guided to support both the effective and safe discussion of issues and also to protect vulnerable students and those who feel uncomfortable. Teachers aim to answer questions arising during contact time, and where these go beyond teacher knowledge we acknowledge the importance of accurate information for students, and so may seek further guidance and support ourselves before answering. Teachers will never answer questions of a personal nature, nor give opinions or biassed information. Questions will always be answered with age appropriate information and where there is concern about what is age appropriate, teachers will seek further guidance from their personal development lead/designated safeguarding leads.

Teachers will use professional judgement when responding to pupils' questions. Depending on the nature of the question, staff may answer it during the lesson, revisit it later where it better fits the planned curriculum, signpost pupils towards reliable sources of information, or encourage discussion with parents/carers where appropriate. Responses will always be factual, age-appropriate and consistent with this policy. Where a question or comment from a student indicates the possibility of abuse or risk of harm, teachers will pass this information to the designated safeguarding lead in line with school policy and procedures.

In instances where a pupil poses questions regarding topics not explicitly covered within our planned curriculum, or relates to sex education topics from which that specific child has been withdrawn by their parents/carers, staff will manage the query with care and caution, ensuring they respect the withdrawal status. To prevent pupils from turning to unverified, unmoderated, or inappropriate sources for information, teachers will validate the student's curiosity while gently deferring the answer.

The academy will proactively signpost the pupil towards verified, age-appropriate, and medically accurate public health resources or encourage them to discuss the topic directly with their parents/carers. Staff will also notify the Personal Development Lead so that appropriate communication can be extended to the family if necessary.

Working with visitors and other external agencies

Primarily, lessons will be delivered by academy teachers who know students best, and who have developed strong relationships as well as being aware of individual needs. However, when appropriate, we may use visitors from external agencies or members of the community to support the delivery of relationships, sex education and health education. When visitors are used to support the programme, the academy's policy on the use of visitors will be used. A member of academy staff will be present throughout these sessions.

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Visitors will be given a copy of this policy, and any other relevant policies, and expected to comply with the guidelines outlined within it.

In accordance with statutory requirements, the academy will not engage, contract, or enter into any non-disclosure agreements with external providers or visitors that seek to restrict or prohibit the sharing of teaching materials with parents/carers. Proprietors and external agencies must agree to full transparency prior to booking. All presentations, handouts, digital resources, and lesson outlines must be made available for school review and parental inspection. Copyright protections or commercial interests cannot be used by external agencies as a legal justification to withhold these materials from parents/carers.

Schools are responsible for ensuring that speakers, tools and resources do not 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.

Before involving visitors in any aspect of relationships, sex education and health education, the academy will ensure that:

- The visitor understands the academy's confidentiality policy, values and approach to the educational programme
- There is appropriate planning, preparatory and follow up work for the sessions
- The visitor understands the emotional, intellectual, cultural, religious, social and ability level of the students involved, including where there may be a specific issue relating to child protection

Inclusion and equal opportunities

All students, whatever their experience, background and identity, are entitled to quality relationships, sex education and health education that builds their confidence, a positive sense of self, and knowledge to stay healthy. All classes include pupils with different abilities and aptitudes, experiences and religious/cultural backgrounds, gender and sexual identities. To encourage students to participate in delivery, teachers will ensure content, approach, and use of inclusive language reflects the diversity of the academy community and wider world, and helps each and every student to feel valued and included in the classroom.

Care and guidance underpins all aspects of our inclusive provision assisting our students to enjoy their education, feel valued and develop both academically and personally. Should students experience barriers to their learning be they academic, physical, emotional or social we promptly intervene to support their access to this curriculum and its enjoyment.

Relationships, sex education and health education is an important vehicle for addressing a range of issues and ensuring equal opportunities for all.

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Neutrality on Contested Topics (Gender Identity)

When addressing the topic of gender identity, the Trust adopts a strictly neutral, objective, and "debate-aware" pedagogical approach. Staff must ensure that contested political or social viewpoints surrounding gender identity are never taught as absolute, uncontestable scientific facts. Teaching will focus on the applicable law and fostering mutual respect and tolerance for all individuals. In line with Department for Education expectations, teaching resources must avoid materials that encourage pupils to question their gender or present social transition as a simple or standard solution to feelings of adolescent distress or discomfort.

Pupils with special educational needs and disabilities (SEND)

Relationships, sex education and health education will be accessible for all pupils. High quality teaching is differentiated and personalised, this is the starting point to ensure accessibility for all pupils. Academies will also be mindful of preparing pupils for adulthood outcomes as set out in the SEND code of practice, when preparing these subjects for pupils with SEND. The Trust is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships, sex education and health education can also be a priority for some pupils, for example some with social, emotional and mental health needs or learning disabilities. For some pupils there may be a need to tailor content and delivery to their individual needs, and may be achieved through other methods of delivery such as small group work or external providers.

LGBT

Teaching reflects the requirements of the Equality Act 2010 and is inclusive of all pupils. Learning includes factual teaching about protected characteristics where appropriate and promotes dignity, respect and understanding for all members of society.

The delivery of this content is fully integrated within the relationships, sex education and health education programme through methods such as the use of a range of gender terms and relationship make ups used in content. Academies may also choose to deliver supporting content such as the history of LGBT rights in a way which is relevant to the needs of their students.

Parents/Carers

The academy recognises the key role that parents/carers fulfil in supporting their children through their personal development and the emotional and physical aspects of becoming young adults. Therefore, we seek to work in partnership with parents/carers when planning and delivering relationships, sex education and health education. We will keep parents/carers informed about all aspects of this curriculum and provide access to resources and

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information being used in class and do everything to ensure that parents/carers are comfortable with the education provided to their children in the academy.

We support the right of parents to understand the content that children are being taught and encourage such a dialogue between academies and parents so that learning can be further supported at home. Parents can contact individual academies to view resources used in relationships, sex education and health education delivery. Parents will be invited to view teaching resources with a colleague to explain the purpose, nature and delivery of content. Academies may ask parents not to share these resources further. All academies publish a 'subject overview' on their website which outlines the structure of all curriculum areas which includes when and where relationships, sex education and health education content is delivered to students.

The Trust is committed to complete, proactive transparency with parents/carers regarding the relationships, sex education and health education curriculum. Sample materials are available to view on each academy's website, and should parents/carers wish to see more or discuss the curriculum in further detail they should contact their academy directly to arrange this. In line with legal guidance, commercial copyright is not a valid reason to refuse a parent's request to view materials. While resources may be protected from public distribution or duplication due to copyright, parents/carers maintain an absolute right to inspect them on school premises or via secure online portals.

The Right to Withdraw

While we recognise the vital importance of the content delivered through relationships, sex education and health education, we also recognise the parental right to request that their child be withdrawn from some or all aspects of the delivery of sex education. The remaining content covered through relationships education and health education remains statutory and therefore there is no right to withdraw from this provision, nor is there any right to withdraw from other aspects of the curriculum such as science.

Any parent/carer wishing to discuss the withdrawal of their child from sex education should contact their academy principal directly. The principal will invite parents/carers for a detailed discussion about the curriculum delivered in sex education and to ensure they understand the nature and purpose of such delivery, along with the possible impact this withdrawal may have on the social and emotional wellbeing of their child, and the likelihood they will hear what has been covered from peers, and that this opens up the possibility of inaccurate information. In secondary academies, the Principal may refuse a request for withdrawal from sex education only in exceptional circumstances, for example where there are safeguarding

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concerns or where a pupil's particular vulnerability makes participation necessary. Any decision will be made on an individual basis and appropriately recorded.

Where a parent/carer makes the decision to remove their child from sex education and this is granted the academy will ensure that during this curriculum time the student receives appropriate education.

Once a student is within three terms of turning 16 they have the right to ask to take part in sex education rather than being withdrawn. If they have already missed sex education provided earlier in the academy curriculum the academy will make arrangements to provide the child with sex education. In line with the Department for Education guidance academies will ensure students know they have this right.

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Links to other policies

This policy should be read in conjunction with the following Trust/Academy policies:

- Safeguarding Policy
- Equality and Diversity Policy
- E-Safety Policy
- SEND Policy
- Anti-bullying Policy
- Health & Safety
- Alcohol, Tobacco and Drugs Policy

This policy also links to wider aspects of our curriculum such as the teaching of tolerance and acceptance through fundamental British values and citizenship etc.

Further Information

Development of this policy

This policy has been produced collaboratively across the Trust, including leaders, teachers and parents/carers. It has been created to fulfil all aspects of the DfE relationships, sex education and health education guidance. Parents and carers have been consulted about the policy and given time to provide feedback to the Trust about the policy and its delivery. This feedback has been considered and adaptations made to the policy where relevant.

The Trust Board is responsible for approving this policy and ensuring statutory duties relating to relationships, sex education and health education are met across the Trust. Academy Principals are responsible for implementing this policy within their academy, ensuring appropriate staff training, curriculum delivery, parental engagement and regular review of provision.

This policy will undergo consultation every 3 years.

Feedback

Parents/carers who have feedback regarding the relationships, sex education and health education provision should contact the academy to discuss their concerns and if necessary, follow the academy complaints procedure.

Student feedback on the programme will be sought regularly by individual academies in a variety of ways and evaluated to develop the programme as needed.

Location and dissemination

This policy document is freely available on request to the whole school community. A copy of the policy can be found on the school website. A physical copy of the policy is available from the academy office.

Equality Impact Statement

All of our academies are committed to advancing and achieving equality of opportunity for all students, parents /carers / associated persons, staff, governors and visitors. We believe that all people are of equal value and are entitled to equality of opportunity and that our diversity enriches our community.

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Relationships education content (Primary)[2] Appendix 1

By the end of primary school pupils:

Families and people who care for me	Curriculum content: 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	Curriculum content; 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

[2]https://assets.publishing.service.gov.uk/media/6970e7e67e827090d02d42e0/Relationships_education_relationships_and_sex_education__RSE__and_health_education__for_intro_1_September_2026_.pdf

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	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	Curriculum content; 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

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	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	Curriculum content; 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

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	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	Curriculum content; 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

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	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.

Physical health and mental wellbeing (Primary)

General wellbeing	Curriculum content; 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

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	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	Curriculum content; 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

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	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	Curriculum content: 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

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	are worried about their health.
Healthy eating	Curriculum content: 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 and tobacco	Curriculum content: 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	Curriculum content: 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 checkups at the dentist.

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	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	Curriculum content: 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	Curriculum content: 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	Curriculum content: 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

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	eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

Relationships and sex education content (Secondary) [3] **Appendix 2**

Academies within the Trust will continue to develop knowledge on topics specified for primary schools (Appendix 1) and in addition, cover the following content by the end of secondary. The below outlines the relationships and sex education and health education, 2026 alongside the year group(s) in which this content is delivered

Relationships and Sex Education	
1. Families	
That there are different types of committed, stable relationships.	Year 7
How these relationships might contribute to wellbeing, and their importance for bringing up children.	Year 7
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.	Year 7
That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children.	Year 7
That forced marriage and marrying before the age of 18 are illegal	Years 7 8 9 10 11
How families and relationships change over time, including through birth, death, separation and new relationships.	Year 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.	Years 7 9 10
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.	Years 7 8 9 10 11
2. Respectful relationships	
The characteristics of positive relationships of all kinds, online and offline,	Years 7 8 9 10 11

[3] https://assets.publishing.service.gov.uk/media/6970e7e67e827090d02d42e0/Relationships_education_relationships_and_sex_education__RSE__and_health_education__for_intro_1_September_2026_.pdf

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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.	
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.	Years 7 8 9 11
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.	Years 7 8 9 10 11
What tolerance requires, including the importance of tolerance of other people's beliefs.	Years 7 8 10 11
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.	Years 7 10
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.	Year 7
Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.	Years 9 11
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.	Years 7 8 9 10 11
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.	Years 7 8 9 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	Year 11

DRAFT

others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others.	
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.	Years 9 10
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.	Year 9
3. Online safety and awareness	
Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.	Year 8
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.	Years 8 9
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.	Year 10
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.	Years 8 9
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.	Year 9

DRAFT

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.	Year 9
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.	Year 9
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.	Years 8 9
That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.	Years 7 8 9 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.	Years 7 8 9 10 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.	Year 9
How information and data is generated, collected, shared and used online.	Computer Science
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).	Computer Science
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.	Year 9
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.	Year 9

DRAFT

4. Being Safe	
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.	Years 7 8 9 10
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.	Years 8 9 11
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.	Year 8
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.	Years 7 8 9 10 11
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.	Years 7 8 9 10 11
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.	Years 7 8 9 10 11
The concepts and laws relating to sexual violence, including rape and sexual assault.	Years 7 8 9 10 11
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.	Years 7 8 9 10 11
The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.	Years 7 8 9 10 11

DRAFT

That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.	Year 10
The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.	Years 7 8 9 10 11
The concepts and laws relating to forced marriage.	Years 7 8 9 10 11
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.	Years 7 9
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.	Year 10
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.	Years 9 10
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.	Year 11
5. Intimate and sexual relationships including sexual health	
That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.	Years 7 9 11
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.	Years 7 8 9 10
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.	Years 7 8 9 10
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.	Years 8 9

DRAFT

That some sexual behaviours can be harmful.	Years 7 8 9 10 11
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.	Years 8 9
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.	Years 8 9
How the different sexually transmitted infections (STIs), including HIV/AIDs, 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	Years 8 9
The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment.	Years 8 9
How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.	Years 9 11
How and where to seek support for concerns around sexual relationships including sexual violence or harms.	Years 8 9 10 11
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.	Years 7 8 9
Physical health and mental wellbeing	
6. Mental Wellbeing	
How to talk about their emotions accurately and sensitively, using appropriate vocabulary.	Year 7
The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness.	Years 7 8 11
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.	Years 7 8 10

DRAFT

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.	Year 7
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.	Years 7 8
How to critically evaluate which activities will contribute to their overall wellbeing.	Year 8
Understanding how to overcome anxiety 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.	Year 7
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.	Year 8
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.	Years 8 9 11
7. Wellbeing online	
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.	Years 7 8 9
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.	Years 8 9 10
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.	Years 8 9
The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt.	Year 11

DRAFT

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.	Years 8 9
The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online.	Year 9
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.	Years 9 11
8. Physical health and fitness	
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.	Years 7 10 11
Factual information about the prevalence and characteristics of more serious health conditions.	Years 9 10 11
That physical activity can promote wellbeing and combat stress.	Years 7 8
The science relating to blood, organ and stem cell donation.	Year 10
9. Healthy eating	
How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease.	Years 7 10 11
The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease.	Year 11
The impacts of alcohol on diet and unhealthy weight gain.	Year 11
10. Drugs, alcohol, tobacco and vaping	
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.	Years 8 9 11
The law relating to the supply and possession of illegal substances.	Years 8 9 11
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	Years 8 9 11

DRAFT

a drink spiked or of poisoning from potentially fatal substances such as methanol.	
The physical and psychological consequences of problem-use of alcohol, including alcohol dependency.	Years 8 9 11
The dangers of the misuse of prescribed and over-the-counter medicines.	Years 8 9 11
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.	Years 8 9
The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.	Years 8 9
11. Health protection and prevention, and understanding the healthcare system	
Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics.	Year 7
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.	Year 7
How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals.	Years 7 8 9 10 11
The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening.	Years 10 11
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.	Year 10
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.	Years 7 8 10
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.	Years 8 9
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	Year 7

DRAFT

partners which may have specialist services.	
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.	Years 8 10
12. Personal safety	
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).	Years 7 8
How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media.	Years 8 9 11
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.	Years 7 8 9 10 11
Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime.	Year 9
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).	Year 9
The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern.	Year 8
13. Basic first aid	
Basic treatment for common injuries and ailments.	Years 10 11
Life-saving skills, including how to administer CPR.	Years 10 11
The purpose of defibrillators, when one might be needed and who can use them.	Years 10 11

DRAFT

14. Developing bodies	
The main changes which take place in males and females, and the implications for emotional and physical health.	Years 7 8
The facts about puberty, the changing adolescent body, including brain development.	Years 7 8 10
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.	Year 8
The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.	Years 8 9
15. The Law	
marriage, including forced marriage and civil partnerships	Year 7
consent, including the age of consent	Years 7 8 9 10 11
domestic abuse, stalking, rape, sexual offences, female genital mutilation (FGM), 'virginity testing' and hymenoplasty	Years 7 9 10
sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour	Year 10
the Online Safety Act	Years 8 9 11
online behaviours including image and information sharing (including sexual imagery, youth-produced sexual imagery, nudes, etc, and including AI-generated sexual imagery and deepfakes). Pupils should understand the law about online sexual harassment and online sexual abuse including grooming and sextortion	Year 9
pornography	Year 9
abortion	Year 9
protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation)	Years 7 8 10
alcohol, smoking, vaping and nicotine products and illicit drug use	Years 8 9
gambling	Year 11
carrying knives and weapons	Year 9

DRAFT

extremism/radicalisation	Year 9
grooming or exploiting children into criminal activity, which can include gang involvement and county lines drug running	Year 9
hate crime	Years 7 8 10
the age of criminal responsibility	Year 7
medical consent, Gillick competence and parental responsibility	Years 8 10

Content covered is listed in the main point of delivery, topics may be touched on in other parts of the curriculum in a lesser way.

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