



## Relationships Education, Relationship and Sex Education and Health Education Policy

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1	19/07/23	Laura Bentley	Reviewed and moved onto new template.
2	15/05/2026	Laura Bentley	Reviewed based on new framework

## **1. Statement of intent**

At OBHS we understand the importance of educating pupils about relationships and sex education and Health education, for them to make responsible and well-informed decisions in their lives. The teaching of RSHE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It enables them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It also covers contraception, developing intimate relationships and resisting pressure to have sex, alongside what is acceptable and unacceptable behaviour in relationships.

This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

It allows us to promote the spiritual, moral, social, cultural, mental and physical development of pupils at school and in the wider society. We have an obligation to provide pupils with high-quality, evidence and age-appropriate teaching of these subjects. This policy outlines how the school's RSHE curriculum will be organised and delivered, to ensure it meets the needs of all pupils.

## **2. Legal Framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- DfE (2020) 'Keeping children safe in education'
- Children and Social Work Act 2017
- DfE 'Relationships Education, Relationships and Sex Education, and Health Education'
- This is statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996

## **3. Moral Framework**

The RSHE programme at OBHS reflects the school ethos in ensuring that all students have the opportunity to develop knowledge and confidence in their relationships and lifestyle choices and demonstrates and encourages the following moral values:

- respect for self and others
- responsibility for one's own actions
- responsibility for family, friends, school and wider community
- recognition of the diverse society we live in, and of the diverse family groups in which we live
- recognition of different attitudes towards sex and relationships in different cultures and religions

OBHS believes that an effective RSHE Policy and scheme of work will make a vital contribution to young people's lives, improving the quality of their relationships, enabling them to value the importance of respectful communication and consent as they build these relationships. Through our RSE curriculum we aim to improve the emotional wellbeing and mental health of our young people by equipping them with the skills to develop

nurturing and supportive relationships which ensure they feel connected and close to family, friends and romantic partners.

The school is careful to avoid stating or implying that any one kind of relationship or code of sexual conduct is morally correct or superior. However, we do make clear that healthy intimate relationships whether short or long-term should be built on respect, equality and honesty.

#### **4. Curriculum Content and Pedagogy**

RSHE is delivered specifically as part of the Personal Development programme of study. Here it is delivered as a series of discrete 'Relationships' modules within a spiral curriculum with the key themes of communication, building connections, safety and consent revisited each year. We differentiate between relationships and sex education so that parents have clear information and are informed of the content prior to the sessions so are aware of the topics being taught. Relationships education doesn't involve explaining the detail of different forms of sexual activity but can cover sensitive topics in order to keep children safe.

The content taught uses the Statutory 2026 guidance as a minimum requirement, and reflects consultation with parents, guardians and carers as well as students that in extension to the baseline 'Intimate Sexual Relationships and Sexual Health' content, students should also understand more than the risks of sexual activity, but which factors may be considered to contribute to a fulfilling and enjoyable sexual relationship. There should not be a focus on 'what could go wrong' in our relationships but of 'what should go right.'

Staff use a wide variety of active learning and discussion techniques to encourage careful exploration of sensitive issues. Ground rules for open discussion are set with the classes. Opportunities are given for students to raise questions in a supportive environment. The school recognises that RSHE permeates the whole curriculum and that this policy, and the values it represents, are reflected through the teaching in all areas. The school takes seriously the need for good training for teachers to ensure they feel competent and expert. Topics covered are included in Appendix 1.

Topics covered in each year group and the resources used in the modules also reflects the consultation process with students and their parents and carers alike. Age, ability and cultural backgrounds of the students were considered when deciding on the resources used.

#### **5. Organisation and Delivery**

1. RSHE is part of a planned, cohesive and coherent programme, delivered from Year 7 to Year 11. Students will receive RSE through lessons in years 7 and 8 and in tutor time sessions from year 9 upwards. Tutor time lessons will be delivered by their form tutor with whom they have developed a positive relationship and are able to ask questions in a safe environment. Lessons are taught by teaching staff. Some aspects of RSE are also addressed in Science (KS3 and KS4, and in other curricular areas including assemblies where appropriate).

2. All students within the school have equal access to RSE. Topics are revisited to allow provision for previous absence and different levels of understanding and maturity. The programme allows teachers to adapt materials and approaches to suit students of different learning abilities.

3. Teachers and all those contributing to RSHE will work within an agreed values framework as set out in this policy and where appropriate receive training.
4. We will work with external specialist organisations, consultants and healthcare professional to ensure our curriculum reflects current best practice.

## **6. Specific Issues within RSHE**

### **Withdrawal from the RSE curriculum**

Parents/carers have the right to withdraw their children from all or part of the 'Intimate Relationships and Sexual Health' section of the RSHE curriculum provided at school, except for those parts included in other National Curriculum areas e.g. science. Those parents/carers wishing to exercise this right are invited in to see the Headteacher and Lead Teacher of PD who will explore any concerns and discuss the impact that withdrawal may have on the child. Parents do not have the right to withdraw from Relationships education including the sections of the RSHE curriculum which teaches about diversity within human relationships as well as how to stay safe.

Parents are e-mailed the topics to be covered in an advance and are given an opt out form, where students can be withdrawn from all, some or none of the topics being taught.

Three terms before the student turns 16 years old, they are legally able to make their own decision as to whether they receive the 'Intimate Relationships and Sexual Health' elements of their RSE education which parents may have previously withdrawn them from. The school will make arrangements to provide the student with this during one of those terms and a parental request of withdrawal will not be granted.

1. Parental support is integral to the success of our RSHE curriculum. While we have an educational and legal obligation to provide young people with Relationships & Sex Education, we respect the primary role of the parents in educating their children about these matters
2. Our RSHE programme is available upon request
3. Under the Education Act 1993, parents have the right to withdraw their children from either part, or all, of the Sex Education provided by the school. However, this does not include aspects of Sex Education covered by the Science National Curriculum.
4. Parents are given warning of upcoming RSHE units via email and are given the option to 'opt out'. The head of curriculum will organise purposeful education for any withdrawn students, the pastoral teams are also notified and will liaise with parents as appropriate to discuss concerns and reassure the parents of the health and educational benefits of RSHE. In most cases this resolves any concerns.

### **Inclusivity**

We recognise that pupils with SEND may be more vulnerable than peers when addressing the RSHE curriculum. RSHE can be particularly important to these pupils, particularly those with social, emotional and mental health needs or learning disabilities. The taught program is encouraged to be adapted based on the needs of the learners. Learners are taught in a safe and familiar learning environment using a range of teaching techniques.

### **Confidentiality**

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he refers concerns to the Designated Safeguarding Lead using the school's safeguarding procedures and in line with the Safeguarding Policy. In the majority of cases the school will share information with parents unless, in the opinion of the school, this is deemed to potentially compromise the safety and/or welfare of the young person. In such cases the Designated Safeguarding

Lead will take appropriate action to safeguard the student. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported throughout the process.

### **Disclosures**

If a member of staff learns that a student under the age of 16 is sexually active or contemplating sexual activity the school will ensure that

- the young person is encouraged to talk to their parent / carer or adult they trust.
- safeguarding issues are addressed in line with the Safeguarding Policy.
- the young person receives adequate support and education.
- all disclosures will be recorded on My Concern
- the Designated Safeguarding Lead will monitor the frequency of cases when they handle information without parental knowledge.

### **Sensitive issues**

Staff are aware that views around RSHE related issues are varied however while personal views are respected all RSHE issues are taught without bias. Issues are presented using a variety of views and beliefs so that students are able to develop their own informed opinions but also respect that others may have different opinions. We use distancing techniques focusing on case studies to minimise any triggering element which may be sensitive for the young person.

### **Dealing with Questions**

Ground rules are established with students at the start of RSHE lessons. Both formal and informal student's questions will be answered according to the age and maturity of the students concerned. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they have any concerns.

### **Gender Identity and Sexual Orientation**

The school believes that RSHE should meet the needs of all students regardless of their developing sexual orientation or gender identity. It should enable honest and sensitive exploration of issues of sexual orientation and teachers should answer appropriate questions and offer support. Homophobic, transphobic, bi-phobic bullying and issues of gender non-conformity harassment are dealt with strongly yet sensitively and are monitored and reported to the Trust's Compliance Committee. The school liaises with parents/carers on this issue to reassure them of the content and context.

## **7. Course Content**

The detailed content of the RSHE curriculum will be made available to parents on request. Our curriculum content will cover the required themes as set out in ***Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers.***

- Family
- Respectful relationships including friendships
- Online safety and awareness
- Being safe
- Intimate and sexual relationships, including sexual health
- The Law

## **8. The Role of Health Professionals in the Delivery of Sex and Relationships Education**

The school will work with health professionals in the development and implementation of the schools Relationships & Sex programme. Any visitors used to help in the delivery of the Relationships & Sex Education programme will be clear about the boundaries of their input and will be aware of the Relationships & Sex Education curriculum, relevant school policies and their work will be planned and agreed in advance.

## **9. Monitoring and Evaluation**

The implementation of this policy will be monitored and evaluated through the normal processes of Departmental Review that apply to all areas of the curriculum. This policy will be reviewed by the Trust's Compliance Committee biannually, after consultation with a sample group of parents.

### **Appendix 1: Statutory RSE curriculum from**

*Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers'*

### **Relationships and Sexual relationships education curriculum content:**

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary.

#### **Families:**

Pupils should know:

- That there are different types of committed, stable relationships.
- 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.
- That 'common-law marriage' is a myth, and cohabitants do not obtain marriage-like status or rights from living together or by having children.
- That forced marriage and marrying before the age of 18 are illegal.
- How families and relationships change over time, including through birth, death, separation and new relationships.
- 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**

Pupils should know:

- 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.
- 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.
- 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.
- What tolerance requires, including the importance of tolerance of other people's beliefs.
- 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.
- 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.
- Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.
- 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.
- 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.
- 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.
- 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.
- 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**

Pupils should know:

- Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.
- 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.
- 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.

- How information and data is generated, collected, shared and used online.
- 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).
- 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.
- 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**

Pupils should know:

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- The concepts and laws relating to sexual violence, including rape and sexual assault.
- 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.

- The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.
- That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.
- The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.
- The concepts and laws relating to forced marriage.
- The physical and emotional damage which can be 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.
- 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.
- 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.
- 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. 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.
- 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.
- 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.
- 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**

Pupils should know:

- That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.
- 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.
- 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.

- 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.
- That some sexual behaviours can be harmful.
- 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.
- 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.
- 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
- The prevalence of STIs, the short- and long-term impact they can have on those who contract them and key facts about treatment.
- How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.
- How and where to seek support for concerns around sexual relationships including sexual violence or harms.
- 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.

## **The Law**

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.

Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity

- substance misuse
- violence and exploitation by gangs
- extremism and radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)

## **Health and wellbeing curriculum content**

### **Mental well being**

- How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
- The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness.
- 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.
- 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.
- 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.
- How to critically evaluate which activities will contribute to their overall wellbeing.
- 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.
- 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.
- 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**

- 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.
- 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.
- 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.
- 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.
- The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online.
- 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**

- 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.
- Factual information about the prevalence and characteristics of more serious health conditions.
- That physical activity can promote wellbeing and combat stress.
- The science relating to blood, organ and stem cell donation.

### **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.
- The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease.
- The impacts of alcohol on diet and unhealthy weight gain.

### **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.
- The law relating to the supply and possession of illegal substances.
- 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.

- The physical and psychological consequences of problem-use of alcohol, including alcohol dependency.
- The dangers of the misuse of prescribed and over-the-counter medicines.
- 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.
- 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**

- Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics.
- 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.
- How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals.
- The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening.
- 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.
- 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.
- 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.
- 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**

- 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).
- How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media.
- 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.
- Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime.

- 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).
- 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**

- Basic treatment for common injuries and ailments.
- Life-saving skills, including how to administer CPR.
- The purpose of defibrillators, when one might be needed and who can use them.

### **Developing bodies**

- The main changes which take place in males and females, and the implications for emotional and physical health.
- The facts about puberty, the changing adolescent body, including brain development.
- 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.
- The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.