Liberty School Trust

Relationships, Health and Sex Education Policy

Date	September 2026
Written By	Director of Education / Director of Safeguarding
Review Date	September 2027

Contents

1 Introduction 1

2 Aims and Objectives 2

3 Definition of Relationships Education and Relationships and Sex Education (RSE) 2

4 Roles and Responsibilities 2

5 Delivery of Relationships Education, RSE and Health Education 5

6 Relationships Education and RSE: Curriculum and Outcomes 5

7 Health Education: Physical health and mental well-being 6

8 Safeguarding Curriculum 8

9 Pupils with special educational needs and/or disabilities ..... **Error! Bookmark not defined.**

10 Right to request withdrawal from sex education 10

11 Confidentiality and Child Protection 10

12 Equal opportunities 12

13 Complaints 13

14 References 10

Appendix 1 Relationships Education Primary stage curriculum and outcomes 151

Appendix 2 Liberty School Trust Primary Relationships Education ..... **Error! Bookmark not defined.**4

Appendix 3 RSE Secondary stage curriculum and outcomes 185

Appendix 4 Health Education Primary stage curriculum and outcomes 223

Appendix 5 Health Education Secondary stage curriculum and outcomes ... **Error! Bookmark not defined.**4

1. Introduction

1.1. Across our Trust we believe that all pupils deserve access to high-quality, inclusive RSHE that supports their wellbeing, autonomy, and ability to form healthy, respectful relationships. We recognise that physical and mental health are interlinked, and that informed decision-making is key to a happy and successful adult life.

1.2. It is recognised that it is important that RHSE prepares children for their real lives with the new and emerging issues they are exposed to.

1.3. Our curriculum is age-appropriate, developmentally appropriate, and legally grounded. It is designed to meet the diverse needs of our pupils, including those with special educational needs and disabilities (SEND), through personalised, strengths-based teaching. We are committed to ensuring accessibility through differentiated approaches and by aligning with the SEND Code of Practice and Equality Act 2010.

1.4. We understand that some pupils may face increased risks—not due to their neurotype or identity, but because of societal barriers or unmet support needs. RSHE can be a powerful tool for empowerment, helping pupils build self-advocacy, understand consent, and navigate relationships safely. In line with a neurodiversity-affirming approach, we ensure that all teaching is respectful, inclusive, and strengths-based. Our curriculum is designed to be age-appropriate, developmentally appropriate, and legally informed, while also being responsive to the lived experiences and perspectives of our pupils.

1.5. Our approach is neurodiversity-affirming, trauma-informed, and respectful of all communication styles and lived experiences. We provide explicit, contextualised teaching where needed, especially around boundaries, privacy, and public vs. private behaviours.

1.6. We are sensitive to the wide range of cultural and faith backgrounds across our schools. While respecting these perspectives, we ensure all pupils receive clear, factual, and unbiased information to support their rights, safety, and wellbeing.

1.7. LGBT content is integrated meaningfully into the curriculum, not treated as a standalone topic, to promote understanding and inclusion for all.

1.8. Teaching about sexual orientation and gender reassignment will be factual, age-appropriate and delivered in line with equality law. Where issues are subject to significant public or scientific debate, staff will present these in an impartial manner and will distinguish between established facts, legal requirements, beliefs and opinions.

1.9. We also ensure transparency with parents and integrate RSHE into our whole-school approach to safeguarding and wellbeing.

1.10. This policy has been developed in consultation with parents/carers, pupils and staff from all schools within the Trust to ensure that it meets the needs of the whole Trust community.

2. Aims and Objectives

2.1. Through high-quality, evidence-based, and age-appropriate Relationships, Sex and Health Education (RSHE), Liberty School Trust equips pupils with the knowledge, skills, and confidence to make informed decisions about their wellbeing, relationships, and safety—both offline and online.

2.2. Our RSHE curriculum reflects the real lives of children and young people, addressing emerging issues such as digital safety, misogyny, and mental health with clarity and care. It is rooted in the principles of equality, inclusion, and belonging, ensuring that all pupils—regardless of background, identity, or ability—feel seen, respected, and supported.

2.3. We prepare pupils for puberty, promote understanding of sexual development, and support emotional literacy, health, and hygiene. Our approach fosters a culture of empathy, resilience, and respect, helping pupils navigate the responsibilities of adult life and build positive relationships.

2.4. In line with the 2025 statutory guidance, RSHE at Liberty School Trust supports pupils to:

- **Build healthy, respectful relationships,** including understanding consent, kindness, care, and power dynamics.
- **Recognise and respond to digital risks**, including online scams, sextortion, deepfakes, misinformation, and AI-generated content.
- **Understand and challenge harmful attitudes**, including misogyny, incel culture, and discriminatory behaviours that affect all genders.
- **Explore sexual ethics,** including the importance of equality, mutual respect, and ethical decision-making in relationships.
- **Develop strategies for mental wellbeing,** including emotional regulation, grief and bereavement, and suicide prevention.
- **Make informed health choices**, including around vaping, substance use, and physical and reproductive health.
- **Understand protected characteristics**, including gender reassignment, alongside learning about biological sex, equality legislation and the legal rights and protections afforded under the Equality Act 2010.
- **Access healthcare confidently,** including understanding menstrual and gynaecological health, and navigating support services.
- **Stay safe in the wider world,** including learning about personal safety, fire safety, travel safety, knife crime, and conflict resolution.

2.5. Our curriculum is inclusive of all family structures, identities, and lived experiences. It is delivered through a whole-school approach that integrates safeguarding, behaviour, and wellbeing policies, and is shaped by meaningful engagement with pupils, parents, and staff.

3. Definition of Relationships Education and Relationships and Sex Education (RSE)

3.1. Relationships Education in the primary phase focuses on the foundational knowledge and skills needed to form positive, respectful relationships. This includes

understanding different types of families, the importance of kindness, honesty, and consent, and recognising personal boundaries and privacy. Pupils learn how to manage emotions, resolve conflict, and seek help when needed, both offline and online. Relationships education doesn't involve explaining the detail of different forms of sexual activity, but can cover sensitive topics such as sexual violence in order to keep children safe.

3.2. Relationships and Sex Education (RSE) is a lifelong learning process that supports pupils to develop the knowledge, skills, and values to form safe, healthy, and respectful relationships. It includes teaching about sexual health, consent, emotional literacy, and the ethical dimensions of relationships, including power dynamics and care for others.

3.3. RSE does not encourage early sexual activity. Instead, it empowers pupils to make informed, confident decisions, understand the reasons for delaying sexual activity, and recognise the characteristics of safe, fulfilling relationships. It also addresses the risks of harmful content, including misogyny, pornography, and online abuse.

3.4. Pupils are taught about the diversity of committed, stable relationships—including marriage and civil partnerships—the legal status of these relationships, and the responsibilities of parenting. They also learn how to identify unsafe or exploitative relationships and how to seek help.

4. Roles and Responsibilities

4.1. All members of the Trust community are expected to follow this policy. Roles, responsibilities and expectations of each section of the Trust and school community are set out in detail below.

4.2. **Board of Trustees**

Trustees will monitor and evaluate the impact of the policy by reviewing pupils' progress in achieving the expected educational outcomes. They will hold the Chief Executive Officer and Principals to account for the implementation of the policy.

4.3. **The Chief Executive Officer (CEO)**

The CEO will ensure that Relationships Education, RSE and Health Education is taught consistently across the schools within the Trust and will report back to the Board of Trustees on educational outcomes. They will ensure that senior staff receive regular professional development training in how to deliver Relationships Education, RSE and Health Education.

4.4. **Local Committee**

Local committee members in each school will review and monitor the application and implementation of this policy by receiving regular reports from the school Principal on educational outcomes. Local committee members will scrutinise relevant data, review any issues that might arise and act as a point of challenge for decisions taken by the Principal. The Local committee will annually report its findings to the Board of Trustees. The committee should also make sure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

4.5. **Principal**

Each school Principal, with support from their respective Senior Leadership Team, will ensure that staff are supported and up to date with policy changes. They will ensure that Relationships Education, RSE and Health Education is well led, effectively managed and well planned across various subjects (to avoid unnecessary duplication of topics) and that the quality of provision is subject to regular and effective self-evaluation. The Principal will ensure that teaching is age-appropriate, delivered in ways that are accessible to all pupils with SEND and that the subjects are resourced, staffed and timetabled appropriately. They will ensure that teaching delivered by any external organisation is age-appropriate and accessible for pupils and will liaise with parents/carers regarding any concerns or opinions regarding Relationships Education, RSE and Health Education provision and will manage parental requests for withdrawal of pupils from non-statutory, non-science components of Relationships Education, RSE and Health Education .

4.6. **Staff**

Teachers of Relationships Education, RSE and Health Education will ensure that they are up to date with school policy and curriculum requirements regarding sex education and will attend and engage in professional development training. Teachers will encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. If a pupil comes to a member of staff with an issue that that member of staff feels they are not able to deal with alone, they will take this concern to their line-manager.

4.7. **Parents/carers**

The Trust hopes to build a positive and supporting relationship with parents/carers through mutual understanding, cooperation and trust. Parents/carers are expected to share the responsibility of sex education and support their children's personal, social and emotional development. The Trust hopes parents/carers will create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school. Parents/carers are also encouraged to seek additional support in this from the school their child attends where they feel it is needed.

The Trust is committed to openness with parents and carers regarding RSHE. Schools will make curriculum content available and will respond reasonably to requests from parents to understand the materials and resources used to deliver RSHE.

The Trust will publish this policy on each school's website and will make RSHE curriculum overviews available to parents and carers. Schools will work openly with

families and provide opportunities for parents and carers to discuss curriculum content and ask questions.

4.8. **Pupils**

Pupils are expected to take Relationships Education, RSE and Health Education seriously. Pupils are expected to listen, be considerate of other pupils' feelings and beliefs, comply with class-set confidentiality rules and support one another with issues that arise during class. Pupils who fail to follow these standards of behaviour will be dealt with under the Trust's behaviour policy.

5. Delivery of Relationships Education, RSE and Health Education

5.1. Relationships Education, RSE, and Health Education will be delivered in a safe, inclusive, and non-judgmental environment. Teaching will be factual, age-appropriate, and responsive to pupils' developmental stages, communication needs, and lived experiences. Pupils will be encouraged to ask questions and explore topics with curiosity and respect.

5.2. Teachers will adapt delivery to meet the specific needs of their class, using a trauma-informed and neurodiversity-affirming approach. Lessons will explore values, social norms, and legal rights, helping pupils distinguish between fact, opinion, and belief. Anatomically correct terms for body parts will be taught, alongside discussion of everyday language and what constitutes respectful communication.

5.3. Teachers may receive questions which go beyond the planned curriculum or relate to content from which a pupil has been withdrawn. Staff will use professional judgement in responding, taking account of the age and maturity of the pupil, safeguarding considerations and the need to provide accurate information. Where appropriate, teachers should delay responding and seek advice and / or pupils may be encouraged to discuss questions with parents/carers or be signposted to appropriate support.

5.4. The updated guidance recognises the value of teacher agency and the importance of teachers being equipped to make decisions about the curriculum. In our schools teachers are trusted professionals who may make decisions about when and how they teach some content — including how to sequence the curriculum based on the needs of their school community Staff will respond sensitively to questions that go beyond the planned curriculum, using professional judgment to determine the most appropriate setting for discussion—whether in class, small groups, or one-to-one.

5.5. All resources used will be carefully selected to ensure they are age-appropriate, accessible, and aligned with statutory guidance.

5.6. Pupils will explore values, social norms, and legal rights, and learn to distinguish between fact, opinion, and belief. Anatomically correct terms for body parts will be taught, alongside discussion of everyday language and respectful communication.

5.7. Pupils will learn the facts and the law relating to biological sex and gender reassignment in an age-appropriate manner. Teaching will promote dignity and respect for all people, including those with protected characteristics. Where issues remain subject to public or academic debate, staff will present factual information and will not teach contested views as established fact.

5.8. Schools may use carefully selected external agencies to supplement RSHE delivery. The school remains responsible for all content delivered and will ensure that all resources are age-appropriate, factual, unbiased and compliant with statutory guidance.

5.9. Staff will not promote any political viewpoint and will comply with their statutory obligations regarding political impartiality.

5.10. **Primary Schools**
In primary settings, Relationships Education is delivered through PSHE, science, and computing. Teaching is inclusive, developmentally appropriate, and responsive to the diverse needs of pupils, including those with SEND. Content includes families, friendships, boundaries, privacy, online safety, and recognising and reporting harm. There is now an increased focus on personal safety, including fire, road, rail, and water safety. Pupils are taught the correct terminology for all body parts, including genitalia, to support safeguarding and reduce stigma. Lessons also include early understanding of consent, emotional literacy, and the importance of respectful relationships. Grief, loss, and bereavement are now explicitly included, alongside early financial awareness and recognising exploitation.

5.11. **Secondary Schools**
In secondary schools, RSE builds on the primary curriculum and is delivered through PSHE, science, computing, and religious education. Pupils explore topics such as consent, sexual health, digital literacy, sexual ethics, power dynamics, and the law. New content includes AI literacy, deepfake awareness, and the impact of online harms such as misogyny, incel culture, and pornography. There is a strong emphasis on understanding healthy relationships, identity, and the influence of harmful content on attitudes and behaviour. Pupils also learn about menstrual and gynaecological health, including endometriosis and menopause, and develop skills to access healthcare services. The curriculum now includes education on knife crime, conflict resolution, and financial exploitation, including scams, fraud, and sextortion.

5.12. Across all phases, RSHE is delivered in a safe, participative, and inclusive environment. Lessons are carefully sequenced and adapted to meet the needs of all learners, with a focus on building positive attitudes, promoting healthy norms, and equipping pupils with the knowledge and skills to navigate real-life challenges confidently and safely.

6. Relationships Education and RSE: Curriculum Content

6.1. By the end of primary education, pupils will have covered the content outlined in Appendix1, This includes:

- Understanding the importance of families, recognising that families can take many forms, and knowing the characteristics of safe, stable and caring relationships.
- Developing caring friendships and respectful relationships based on kindness, honesty, trust, mutual respect and inclusion.
- Learn skills for managing difficult feelings in their friendships including disappointment or anger, developing resilience and the ability to deal with more complex relationships.
- Recognising personal boundaries, privacy and consent, and understanding that everybody has the right to feel safe and respected.
- Using correct anatomical terminology for body parts, including genitalia, and understanding that their body belongs to them.
- Developing emotional literacy, self-respect and resilience, including understanding loneliness, grief, loss and bereavement.
- Understanding the importance of kindness, good manners, challenging stereotypes and respecting differences between people.
- Recognising bullying, prejudice, harmful behaviour and abuse, including online abuse, and understanding that being a victim is never the child's fault.
- Learning how to stay safe in a range of contexts, including online, near water, roads, railways and fire risks, and understanding how to respond to unsafe situations.
- Developing online safety awareness, including understanding privacy, appropriate online behaviour, online risks and how to evaluate information and relationships online.
- Knowing how, when and where to seek help, report concerns and access support for themselves or others, and understanding the importance of continuing to seek help until they are heard.

6.2. By the end of secondary education, pupils will continue to develop knowledge of topics specified for primary and have covered the additional secondary content outlined in Appendix2. This includes:

- Understanding healthy, respectful and ethical relationships, including consent, kindness, care, mutual respect, power dynamics and recognising unhealthy or abusive behaviours.
- Developing digital literacy and online safety skills, including understanding AI-generated content, deepfakes, sextortion, online scams, fake profiles, misinformation, pornography and the legal implications of sharing images online.
- Challenging harmful attitudes and behaviours, including misogyny, prejudice, stereotypes, harmful sexual behaviour, incel culture and discriminatory attitudes.
- Understanding different types of families and committed relationships, including marriage, civil partnerships, parenting responsibilities and the law relating to forced marriage.
- Learning about sexual health and reproductive choices, including contraception, sexually transmitted infections (STIs), HIV prevention, pregnancy options and how to access support and healthcare services.
- Understanding sexual consent, the age of consent, personal boundaries and the legal protections relating to sexual offences, sexual violence and exploitation.
- Developing awareness of mental wellbeing, including emotional regulation, resilience, loneliness, anxiety, depression, grief and bereavement, gambling harms and accessing appropriate support.
- Understanding the risks associated with substance use, including alcohol, tobacco, vaping, nicotine products, illegal drugs and the misuse of medicines.
- Learning how to stay safe and make informed decisions, including recognising grooming, exploitation, coercive control, domestic abuse, radicalisation, knife crime, peer pressure and criminal exploitation.
- Understanding physical and reproductive health, including puberty, fertility, menstrual and gynaecological health, endometriosis, PCOS, menopause and accessing healthcare services.
- Understanding equality, protected characteristics, biological sex and gender reassignment, and the importance of treating all people with dignity, respect and fairness in line with the law.
- Knowing how, when and where to seek help, report concerns and access support for themselves or others, both within school and from external services.

6.3. This curriculum is designed to be inclusive and responsive to the needs of all pupils, including those with SEND. It supports pupils to develop the knowledge, confidence, and critical thinking skills they need to make informed decisions, stay safe, and thrive in a diverse and changing world.

7. Health Education: Physical health and mental well-being

7.1. Health Education will promote pupils' ability to self-regulate, persevere, and respond constructively to challenges. It will support the development of emotional literacy, resilience, and strategies for maintaining physical and mental health. Pupils will learn to recognise when support may be needed for themselves or others and how to access appropriate help.

7.2. Teaching will be integrated across PSHE, science, computing, and PE, and will include:

- Physical activity, nutrition, sleep and healthy lifestyle choices to support lifelong health, wellbeing and learning.
- Emotional wellbeing, including recognising emotions, resilience, self-esteem, loneliness, grief, loss, bereavement and accessing support.
- Mental health awareness, including anxiety, depression, emotional regulation, gambling harms, suicide prevention and reducing stigma around mental health difficulties.
- Online wellbeing, including digital balance, respectful online behaviour, misinformation, online relationships, screen time, social media, gaming, online gambling and recognising harmful online content.
- Puberty, body development and reproductive health, including correct anatomical terminology and preparation for physical and emotional changes.
- Menstrual and gynaecological health, including menstruation, endometriosis, PCOS, fertility and menopause.
- Personal hygiene, infection prevention, oral health, vaccinations and immunisation, and understanding how to maintain good physical health.
- Substance use and risk awareness, including tobacco, vaping, nicotine products, alcohol, medicines, illegal drugs and their impact on physical and mental health.
- Personal safety, including fire safety, water safety, road and rail safety, first aid, CPR awareness, recognising risk and responding appropriately in emergencies.
- Healthy relationships between physical health and mental wellbeing, including the positive impact of exercise, social connection, hobbies and community participation.
- Accessing healthcare and support services, including understanding the roles of GPs, pharmacists, NHS services, sexual health services and other sources of support.
- Developing independence and informed decision-making, including understanding consent in healthcare, age-appropriate medical decision-making and seeking advice when needed.

See Appendix 3 and 4

8. Safeguarding Curriculum

8.1. Each school's safeguarding curriculum is delivered through a whole-school approach and is fully aligned with *Keeping Children Safe in Education (KCSIE)* and the statutory Relationships, Sex and Health Education guidance. It is designed to help pupils recognise risk, develop protective behaviours, understand healthy relationships and know how to access support when needed.

8.2. Key areas include:

- Online safety and digital literacy, including artificial intelligence (AI), deepfakes, sextortion, fake profiles, pornography, online scams, image sharing, privacy, misinformation and harmful online content.
- Understanding how online content, influencers, algorithms, social media and emerging technologies can shape beliefs, attitudes and behaviours, and developing critical thinking skills to evaluate information and identify reliable sources.
- Recognising, preventing and reporting abuse, including emotional, physical and sexual abuse, neglect, exploitation, grooming and coercive or controlling behaviour.
- Understanding sexual harassment, sexual violence, harmful sexual behaviour, public sexual harassment, consent and healthy boundaries, and recognising that abuse is never the victim's fault.
- Preventing serious violence and exploitation, including knife crime, criminal exploitation, county lines, peer influence, gang involvement and financial exploitation.
- Preventing radicalisation and extremism through respectful discussion, critical thinking and understanding how individuals may be influenced or manipulated.
- Promoting mental wellbeing, emotional regulation, resilience and help-seeking behaviours, including understanding loneliness, bullying, online harms and accessing appropriate support.
- Promoting respectful relationships, equality, kindness and inclusion, and challenging misogyny, prejudice, discrimination, bullying, sexism, homophobia and harmful stereotypes.
- Helping pupils understand their rights and responsibilities under the law, including those relating to consent, sexual offences, domestic abuse, FGM, forced marriage, image sharing, online safety, gambling, substance misuse and protected characteristics.
- Knowing how, when and where to report concerns, seek help for themselves or others, and access both school-based and external sources of support.

8.3. This curriculum empowers pupils to understand their rights and responsibilities, develop positive and respectful relationships, recognise and respond to risks, and make informed decisions that support their safety, wellbeing and future independence. It promotes a culture of kindness, respect, inclusion and safeguarding across the Trust.

9. Right to request withdrawal from sex education

9.1. Our schools value strong partnerships with parents and carers and encourages open dialogue about the Relationships, Sex and Health Education (RSHE) curriculum. We aim to ensure that families feel informed, respected, and confident in the education their children receive.

9.2. Parents and carers of primary-aged pupils have the right to request withdrawal from any sex education that falls outside the National Curriculum for science. In secondary schools, parents and carers may request that their child be withdrawn from some or all of the sex education elements of RSE. These requests should be made in writing to the Principal.

9.3. Before making a decision, we encourage parents and carers to consider the importance of sex education in supporting children's safety, wellbeing, and development. While families may request withdrawal from sex education, they cannot withdraw their child from Relationships Education, Health Education, or the statutory science curriculum, which includes human growth and reproduction.

9.4. In secondary schools, the Principal will offer a meeting to discuss any withdrawal request, answer questions, and explore how the curriculum supports pupils' rights, safety, and development. Except in exceptional circumstances, the school will respect the request up to three terms before the pupil turns 16. After that point, if the pupil wishes to receive sex education, the school will provide it.

9.5. If a pupil is withdrawn from sex education, the school will ensure they continue to receive meaningful and appropriate learning during that time.

10. Confidentiality and Child Protection

10.1. Our schools hope to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. All teachers will receive training around Safeguarding and confidentiality and should ensure that pupils understand that they cannot offer unconditional confidentiality. If a child protection issue is disclosed to a member of staff, that member of staff should follow the Trust's Child Protection and Safeguarding procedures.

10.2. If a staff member is approached by a pupil under 16 who is having, or is contemplating having sexual intercourse, the teacher should:

- ensure that the pupil is accessing all the contraceptive and sexual health advice available and understands the risks of being sexually active;
- ensure that the pupil understands consent and what is legal and not:
  - The age of consent is 16
  - The law says that 16- and 17-year olds can legally have sex but, as they are legally children, they are given more protection in law.
  - It is also recognised that 16- and 17-year olds do not have the range of life experience or the same options available as adults. Sexual relationships between 16/17-year-old children and adults may not be based on equality of knowledge and power. They may be viewed by the law as grooming, for which there are specific offences. The wider the gap in age, the more likely it is that the young person is disempowered and susceptible to persuasion, intimidation, abuse or grooming. It is therefore important that an adult (anyone aged 18 or over) who wants to have sex with a 16 or 17-year-old must take responsibility for ensuring that the 16/17-year-old is fully and freely consenting to have sex. The bigger the age gap, the more difficult it is to achieve this. It is also important to say that just because sex is legal at the age of 16, it doesn't mean 16- and 17-year olds (or indeed adults) have to have sex. It is important that LGBT+ young people feel free to grow into their sexuality and gender identity at a pace and in a way that suits them; no one has to have sex to 'prove' they are LGBT+. Some young people and adults will define themselves as asexual and this identity, too, should be understood, respected and validated.

- Children aged 13 to 15: Sexual activity by and with children aged 15 and under is illegal. Whether the law is used against children aged 13 to 15 who have sex with another 13-15-year-old will depend on the circumstances and on consent. The law is there primarily to protect them from abuse, so if sex is consensual, the young people may not get into trouble. However, this cannot be guaranteed and young people aged under 16 who have sex should get advice. If staff become aware of students who are sexually active at this age, this should be raised with the DSL for consideration of next steps, which may involve referrals with other agencies and liaison with parents.
- Children aged 12: sex with a child aged 12 or under is called 'statutory rape'. This means that children this age can never consent and so sex is always a crime and needs reporting to the DSL immediately, who will then report to police and social care.
-
- encourage the pupil to talk to their parent or carer. Pupils may feel that they are more comfortable bringing these issues to a teacher they trust, but it is important that children and their parents/carers have open and trusting relationships when it comes to sexual health and the school will encourage this as much as possible;
- decide whether there is a child protection issue. Talk to the DSL. If the staff member is concerned that there is coercion or abuse involved, this also needs reporting without delay. If a member of staff is informed that a pupil under 13 is having, or is contemplating having sexual intercourse, this must be dealt with under child protection procedures.

10.3. Autistic Pupils may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from the Designated Safeguarding Lead to decide what is in the best interest of the child.

11. Gender Questioning Children

11.1. The Trust recognises that some children and young people may question their gender. Any response will be child-centred, evidence-informed, and based on safeguarding principles.

11.2. Schools will consider the wellbeing, wishes, developmental stage, parental involvement, and safeguarding needs of each child individually.

11.3. Staff will not make assumptions about a pupil's views, identity or future development. Decisions regarding support for gender-questioning pupils will be made in line with Trust safeguarding procedures, relevant statutory guidance, and any associated Trust policies.

11.4. Where appropriate, the Designated Safeguarding Lead will be involved in planning support and assessing risk.

12. Equality, Diversity, Inclusion and Belonging

12.1. Relationships Education, RSE, and Health Education will be delivered in a safe, inclusive, and non-judgmental environment where all pupils feel a sense of belonging. Teaching will be factual, age-appropriate, and responsive to pupils' developmental stages, communication needs, and lived experiences.

12.2. We are committed to promoting equality and challenging discrimination. Lessons will reflect the diversity of our school communities and affirm the identities of all pupils, including those with protected characteristics under the Equality Act 2010. Pupils will be encouraged to ask questions and explore topics with curiosity and respect, developing empathy and understanding across differences.

12.3. Teachers will adapt delivery to meet the specific needs of their class. All resources will be carefully selected to ensure they are inclusive, accessible, and appropriate for the age, background, and needs of all pupils. Teaching will be factual and inclusive whilst recognising that some issues may be viewed differently by individuals, families, faith communities and wider society.

13. Monitoring and Review

13.1. The policy will be reviewed annually and parents/carers will be consulted in advance about significant changes.

13.2. The policy will be monitored using lesson observations, learning walks and feedback from pupils, parents/carers and staff.

14. Complaints

14.1. If parents/carers have any concerns or complaints over the application or implementation of this policy they should raise their concerns with a staff member or the Principal in accordance with the Trust's complaints policy.

15. References

DFE (2026) Relationships Education , Relationships and Sex Education (RSE) and Health Education Statutory Guidance

DFE (2026) Keeping Children Safe in Education

Mental health and behaviour in schools - GOV.UK

Teaching online safety in schools - GOV.UK

SEND code of practice: 0 to 25 years - GOV.UK

The DFE has produced a one-stop hub for teachers which can be accessed here:

Teaching about relationships, sex and health - GOV.UK

Appendix 1 Relationships Education Primary Curriculum Content

Families and people who care for me	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	How important friendships are in making us feel happy and secure, and how people choose and make friends. 2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. 3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. 4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. 5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. 6. How to manage conflict, and that resorting to violence is never right. 7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships	1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. 2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. 3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. 4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. 5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. 7. The conventions of courtesy and manners. 8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. 9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. 10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. 11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.
Online safety and awareness	1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. 2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. 3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. 4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. 5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. 6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being Safe	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 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.

Sex education is not compulsory in primary schools, but it is recommend that primaries teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Schools may also cover human reproduction in the science curriculum, but where they do so, this should be in line with the factual description of conception in the science curriculum.

Primary schools should consult parents about the content of anything that will be taught within sex education. This process should include offering parents support in talking to their children about sex education and how to link this with what is being taught in school as well as advice about parents' right to request withdrawal from sex education

Appendix 2 RSE Secondary stage Curriculum Content

Families	1. That there are different types of committed, stable relationships. 2. How these relationships might contribute to wellbeing, and their importance for bringing up children. 3. Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony. 4. That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children. 5. That forced marriage and marrying before the age of 18 are illegal.8 6. How families and relationships change over time, including through birth, death, separation and new relationships. 7. The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development. 8. How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust.
Respectful relationships	1. The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships. 2. How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal. 3. The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others. 4. What tolerance requires, including the importance of tolerance of other people's beliefs. 5. The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict. 6. The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help. 7. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration. 8. The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok. 9. How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice.

	10. How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others. 11. How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others. 12. Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called "involuntary celibates" (incels) or online influencers.
Online safety and awareness	Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. 2. Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues. 3. The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online. 4. Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images. 5. That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime. 6. What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online.9 7. About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them. 8. That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong. 9. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice. 10. How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns.

	11. That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it. 12. How information and data is generated, collected, shared and used online. 13. That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising). 14. That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion. 15. That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk.
Being safe	How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent. 2. That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others. 3. How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed. 4. How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions. 5. What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it. 6. That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting. 7. The concepts and laws relating to sexual violence, including rape and sexual assault. 8. The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language. 9. The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.10 10. That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.

	11. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation. 12. The concepts and laws relating to forced marriage. 13. The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or
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. 2. The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex. 3. Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent. 4. That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. 5. That some sexual behaviours can be harmful. 6. The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision-making. 7. That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help. 8. How the different sexually transmitted infections (STIs), including HIV, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma 9. The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment. 10. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour. 11. How and where to seek support for concerns around sexual relationships including sexual violence or harms. 12. How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment.

The National Curriculum for Science covers:

Key Stage 3

- reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta, and

- reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms.

Key stage 4

- hormones in human reproduction, hormonal and non-hormonal methods of contraception,
- communicable diseases including sexually transmitted infections in humans (including HIV/AIDs), and
- genes and sex determination in humans.

Appendix 3 Health Education Primary stage Curriculum Content

General wellbeing	1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. 2. The importance of promoting general wellbeing and physical health. 3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. 4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. 5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 6. That isolation and loneliness can affect children, and the benefits of seeking support. 7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. 8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. 9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). 10. That it is common to experience mental health problems, and early support can help.
Wellbeing online	That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. 2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. 3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. 4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. 5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. 6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. 7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. 8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. 9. How to understand the information they find online, including from search engines, and know how information is selected and targeted. 10. That they have rights in relation to sharing personal data, privacy and consent. 11. Where and how to report concerns and get support with issues online.
Physical health and fitness	1. The characteristics and mental and physical benefits of an active lifestyle. 2. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a

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

Appendix 4 Health Education Secondary stage Curriculum Content

Mental wellbeing	1. How to talk about their emotions accurately and sensitively, using appropriate vocabulary. 2. The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness. 3. That happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed. 4. That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal. 5. Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully-presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions. 6. How to critically evaluate which activities will contribute to their overall wellbeing. 7. Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it's possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it. 8. That gambling can lead to serious mental health harms, including anxiety, depression, and suicide, and that some gambling products are more likely to cause these harms than others. 9. That the co-occurrence of alcohol/drug use and poor mental health is common and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug use can trigger mental health problems or exacerbate existing ones. That stopping smoking can improve people's mental health and decrease anxiety.
Wellbeing online	1. About the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. 2. The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image); how people may curate a specific image of their life online; the impact that an over-reliance on online relationships, including relationships formed through social media, can have. 3. How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours. 4. The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt. 5. How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories. 6. The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online. 7. The serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it.

Physical health and fitness	1. The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health. 2. Factual information about the prevalence and characteristics of more serious health conditions. 3. That physical activity can promote wellbeing and combat stress. 4. The science relating to blood, organ and stem cell donation
Healthy eating	1. How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease. 2. The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease. 3. The impacts of alcohol on diet and unhealthy weight gain.
Drugs, alcohol, tobacco and vaping	The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health. 2. The law relating to the supply and possession of illegal substances. 3. The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol. 4. The physical and psychological consequences of problem-use of alcohol, including alcohol dependency. 5. The dangers of the misuse of prescribed and over-the-counter medicines. 6. The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so. 7. The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.
Health protection and prevention, and understanding the healthcare system	1. Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics. 2. Dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing consumption of sugar-containing food and drinks, and regular check-ups at the dentist. 3. How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals. 4. The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening. 5. The facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils. 6. The importance of sufficient good-quality sleep for good health, the importance of screen-free time before bed and removing phones from the bedroom, and how a lack of sleep can affect weight, mood and ability to learn. 7. The importance of healthy behaviours before and during pregnancy, including the importance of pre-conception health, including taking folic acid. The importance of pelvic floor health. Information on miscarriage and pregnancy loss, and how to access care and support. 8. How to navigate their local healthcare system: what a GP is; when to use A&E / minor injuries; accessing sexual health and family planning clinics; the role of

	local pharmacies; and how to seek help via local third sector partners which may have specialist services. 9. The concept of Gillick competence. That the legal age of medical consent is 16. That before this, a child's parents will have responsibility for consenting to medical treatment on their behalf unless they are Gillick competent to take this decision for themselves. Pupils should understand the circumstances in which someone over 16
Personal safety	1. How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways – including level crossings - and water (including the water safety code), and in unfamiliar social or work settings (for example the first time a young person goes on holiday without their parents). 2. How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media. 3. How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure. 4. Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime. 5. The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an educational tool. Children should be taught that carrying weapons is uncommon, and should not be scared into the perception that many young people are carrying knives (which can lead to the misconception that they need to carry a knife too). 6. The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern**.**
Basic first aid	1. Basic treatment for common injuries and ailments. 2. Life-saving skills, including how to administer CPR.11 3. The purpose of defibrillators, when one might be needed and who can use them.
Changing adolescent body	1. The main changes which take place in males and females, and the implications for emotional and physical health. 2. The facts about puberty, the changing adolescent body, including brain development. 3. About menstrual and gynaecological health, including: what is an average period; period problems such as premenstrual syndrome; heavy menstrual bleeding; endometriosis; and polycystic ovary syndrome (PCOS). When to seek help from healthcare professionals. 4. The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.