# Longridge School

# Relationships, sex and health education (RSHE) policy

## Contents

1. Aims ..... 3
2. Statutory requirements ..... 3
3. Policy development ..... 3
4. Definition ..... 4
5. Curriculum ..... 4
6. Delivery of RSHE ..... 5
7. Use of external organisations and curriculum materials ..... 9
8. Roles and responsibilities ..... 10
9. Parents' right to withdraw ..... 11
10. Training ..... 11
11. Monitoring arrangements ..... 12
Appendix 1: Curriculum mapping ..... 13
Appendix 2: By the end of primary school students should know ..... 14
Appendix 2: By the end of secondary school students should know ..... 21
Appendix 3: Parent/carer form requesting their child's withdrawal from sex education within RSHE ..... 31

## 1. Aims

The aims of relationships, sex and health education (RSHE) at our school are to:

- Provide a framework in which sensitive and developmentally appropriate discussions can take place
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy, and cultivate positive characteristics such as kindness and integrity
- Create a positive culture and promote healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health
- Teach students the correct vocabulary to describe themselves and their bodies
- Support students to understand and recognise their own strengths and areas for development

## 2. Statutory requirements

As an independent school with students ranging in age between 7 - 18, we must provide relationships education to all students aged between 7-11 under section 34 of the Children and Social Work Act 2017. We must also teach health education. We must provide RSHE to all students aged 11-16 under section 34 of the Children and Social Work Act 2017.

We are not obliged to follow the National Curriculum, but we are expected to offer all students a curriculum that is similar to the National Curriculum including requirements to teach Science. This would include the elements of sex education contained in the science curriculum.

In teaching RSHE, we must have regard to Relationships and sex education (RSE) and health education guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Longridge School we teach RSHE as set out in this policy.

## 3. Policy development

This policy has been developed in consultation with staff, students and parents/carers. The consultation and policy development process involved the following steps:

1. Review – the head teacher pulled together all relevant information including relevant national and local guidance.

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.

3. Parent/stakeholder consultation – parents/carers and any interested parties were sent information about the new curriculum content, the curriculum overview for the school, and a questionnaire to provide the opportunity to respond to the changes and new curriculum plans.

4. Student consultation – where developmentally appropriate we investigated what exactly students want from their RSHE.

5. Ratification – once amendments were made, the policy was shared with the chair of proprietors and ratified.

## 4. Definition

For the purpose of this policy:

**Relationships and health education** will:

- Teach the skills and knowledge that form the building blocks of all positive relationships
- Support children from the start of their education to grow into kind, caring adults who:
    - Have respect for others
    - Know how to keep themselves safe
    - Have emotional awareness
- Highlight the benefits and importance of physical activity, good nutrition, sufficient sleep and time spent outdoors
- Emphasise the relationship between physical health and mental wellbeing
- Aim to reduce stigma attached to health issues, in particular relating to mental health, and discourage the pejorative use of language related to ill health

**Relationships, sex and health education** will:

- Provide young people with the information they need to develop healthy, safe and nurturing relationships of all kinds
- Focus on students having respect for themselves and others
- Not normalise early sexual experimentation
- Cover a range of topics, including topics related to abusive behaviour, along with teaching students how to stay safe, including online
- Combine sharing information with exploring issues and values
- Emphasise the relationship between physical health and mental wellbeing
- Aim to reduce stigma attached to health issues, in particular relating to mental health, and discourage the pejorative use of language related to ill health
- Support students to understand their changing bodies and their feelings, how to protect their own health and wellbeing, and when a physical or mental health issue requires attention
- Build on the primary health and wellbeing curriculum content

## 5. Curriculum

We utilise Life Lessons as our provider of teaching and learning resources for our RSHE curriculum; a fully inclusive, all-through school curriculum that keeps pace with the world. Lessons build critical thinking, emotional literacy, and communication — helping pupils feel positive about their futures. Teachers have the ability to adapt resources as and when necessary to meet the complex needs of our learners. This includes the delivery of individual sessions based on the strengths, needs and individual circumstances of our students.

We have developed the curriculum in consultation with parents and carers, students and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that students are fully informed and don't seek answers online. Teaching will be developed to ensure the curriculum is accessible for students with SEND.

We will share all curriculum materials with parents and carers on request.

## 6. Delivery of RSHE

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum.

The school will make sure that:

- Core knowledge is sectioned into units of manageable size and delivered in developmentally appropriate ways
- The required content is communicated to students clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for students to embed new knowledge, so that it can be used confidently in real-life situations
- "Over blocking" by the school's filtering and monitoring system doesn't lead to unreasonable restrictions as to what children can be taught

For students aged 7 - 11:

Relationships education focuses on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe, including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

Health education will:

- Highlight the benefits and importance of physical activity, good nutrition, sufficient sleep and time spent outdoors
- Emphasise the relationship between physical health and mental wellbeing

The statutory guidance recommends that primary schools teach sex education in year 5 and/or year 6, in line with content about conception and birth in the science curriculum, but it is not compulsory. For students on the formal curriculum pathway who are accessing Science at year 5/6, reproduction, conception and birth will be covered within the Science curriculum, and will focus on:

- The main external body parts
- The human body as it grows from birth to old age (including puberty)
- Reproduction in some plants and animals
- How a baby is conceived (in line with the factual curriculum of conception set out in the science curriculum)

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books

- Games
- Discussions and practical activities

Teachers will make sure that all students' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the students.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

Students will be introduced to protective and preventative content in a way that does not cause unreasonable alarm and does not appear to normalise risky behaviours or activities. The school will make sure that all teaching and materials are appropriate for the ages and needs of the students including any additional needs, such as special educational needs and disabilities (SEND).

All resources used are part of Life Lessons, adapted where relevant to meet the learning styles and needs of our students.

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how, will be planned in conjunction with parents and carers.

Students will be assessed in RSHE through our internal assessment system B Squared. Students may also complete RSHE learning which goes towards externally accredited qualifications such as ASDAN.

For more information about our RSHE curriculum, see Appendices.

For students aged 11+:

RSHE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships, including:

- Families
- Respectful relationships, including friendships
- Online safety and awareness
- Being safe
- Intimate and sexual relationships, including sexual health

Health education will build on the primary health and wellbeing curriculum content.

RSE is taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances, taking into account protected characteristics, (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some learners may have a different structure of support around them (for example: looked after children or young carers).

RSHE complements several other curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching. The RSHE curriculum will be delivered by appropriately trained members of staff.

Effective teaching will be participative and interactive and will give students opportunities to develop skills and to discuss and critically evaluate complex relationship scenarios. When teaching sensitive topics, teachers will consider using approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion, and using question boxes to allow students to raise issues anonymously.

Teachers will make sure that students understand the importance of equality and respect and learn about the law. This will include learning about the rights and protections from discrimination relating to the protected characteristics, including gender reassignment as set out in the Equality Act 2010, by the end of their secondary education.

The school will:

- Make sure that all students are taught the facts and the law about biological sex and gender reassignment, recognising that people have legal rights by virtue of their biological sex which are different from the rights of those of the opposite sex with the protected characteristic of gender reassignment. Students will also be taught to recognise that people with the protected characteristic of gender reassignment, as with the other protected characteristics, have protection from discrimination and should be treated with respect and dignity
- Be mindful in teaching the facts and the law about biological sex and gender reassignment that beyond the facts and the law about biological sex and gender reassignment there is significant debate
- Not endorse any particular view or teach this as fact – for example, the school will not teach as fact that all people have a gender identity
- Avoid:
    - Any language or activities that repeat or enforce gender stereotypes
    - Any suggestion that social transition is a simple solution to feelings of distress or discomfort

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all students' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the students.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the students including any additional needs, such as special educational needs and disabilities (SEND).

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

It is important for secondary students to know what the law says about certain topics covered in RSHE, particularly in relation to the law and young people. This will help students identify what is right and wrong, and can provide a foundation of knowledge for deeper discussion. These topics include, but are not limited to:

- Marriage, including forced marriage and civil partnerships
- Consent, including the age of consent
- Domestic abuse, stalking, rape, sexual offences, female genital mutilation (FGM), 'virginity testing' and hymenoplasty
- Sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour
- Online behaviours including image and information sharing (including sexual imagery, making or sharing nudes and semi-nudes and including AI-generated sexual imagery and deepfakes). Students should understand the law about online sexual harassment and online sexual abuse, including grooming and sextortion
- Pornography
- Abortion
- The protected characteristics
- The age of criminal responsibility

For more information about our RSHE curriculum, see Appendices.

Secondary schools insert: The school will continue to develop knowledge of topics specified for primary schools as required and in addition cover the content specified for secondary schools.

We may amend our curriculum content to respond to the needs and context of our students, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

## 6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of students will relate to them
- Is accessible to students with SEND
- Is sensitive to all students' experiences
- During lessons, makes students feel:
    - Safe and supported
    - Able to engage with the key messages

We will also:

- Make sure that students learn about these topics in an environment that's appropriate for them, for example in:
    - A whole-class setting
    - Small groups or targeted sessions
    - 1-to-1 discussions
    - Digital formats
- Give careful consideration to the level of differentiation needed

## 6.2 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSHE guidance
- Would support students in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the students
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to students' experiences and won't provoke distress

We will make sure that when we consult parents/carers we provide a representative sample of the resources that the school plans to use.

We will ensure that parents/carers are able to view all curriculum materials used to teach RSHE on request.

Parents/carers are not able to veto curriculum content.

We will comply with any applicable copyright laws when sharing resources with parents or carers, and will include a statement that parents agree to as a condition of access that the content should not be copied or shared further except as authorised under copyright law.

## 7. Use of external organisations and curriculum materials

Whilst the school may work with external organisations to deliver the curriculum, it remains responsible for the content and the way in which students are taught.

We will make sure that any agency and any materials used are accurate, age and stage-appropriate, and unbiased and in line with our legal duties around political impartiality.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, and it and the resources they intend to use:
    - Are age-appropriate
    - Are in line with students' developmental stage
    - Are accessible for all students, including those with SEND
    - Are sensitive to students' needs
    - Comply with:
        - This policy
        - The Teachers' Standards
        - The Equality Act 2010
        - The Human Rights Act 1998
        - The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case-study materials and look for feedback from other people the agency has worked with
- Be clear on:
    - What they're going to say
    - Their position on the issues to be discussed
- Ask to see in advance any materials and lesson plans that the agency may use
- Know the named individuals who will be there, check the credentials of the visitor and/or visiting organisation, and follow our usual safeguarding procedures for these people
- Make sure the visitor understands and agrees in advance:
    - How confidentiality will work in any lesson
    - How safeguarding reports should be dealt with, in line with our school policies
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session

- Remind teachers that they can say “no” or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers
- Consult parents/carers on the content of external resources on the topic of biological sex and gender reassignment in advance and make all materials available to them on request
- Avoid materials that use cartoons or diagrams that oversimplify the topics of biological sex and gender reassignment, that could be interpreted as being aimed at younger children, or that perpetuate stereotypes or encourage students to question their gender

We **won’t**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don’t allow their material to be shared with parents and carers. The school will communicate to agencies that it is legally obliged to have regard to the expectation that all content can be shared with parents and carers

# 8. Roles and responsibilities

## 8.1 The proprietor board

The proprietor board will approve the RSHE policy and hold the headteacher to account for its implementation.

The proprietor board will ensure that:

- All students make progress in achieving the expected educational outcomes • teaching is accessible to all students with SEND
- Curriculum content and teaching materials are aligned with the guidance
- Clear information is provided for parents on the subject content, teaching materials and external providers, and on the right to request that their child is withdrawn from sex education

## 8.2 The headteacher

The headteacher is responsible for making sure that RSHE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw students from non-statutory/non-science components of RSHE (see section 9).

## 8.3 Staff

Staff are responsible for:

- Delivering RSHE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents/carers wish them to be withdrawn from the non-statutory/non-science components of RSHE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny/misandry, homophobia, biphoboia, sexual violence/harassment, derogatory behaviour and stereotypes

- Where misogynistic ideas are expressed at school, challenging the ideas, rather than the person expressing them
- Reporting any safeguarding concerns or disclosures that students may make as a result of the subject content to the school's designated safeguarding lead (DSL) Carol Harvey

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

### 8.4 Students

Students are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

## 9. Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from relationships and health education.

Parents/carers have the right to withdraw their child from the non-statutory/non-science components of sex education within RSHE – the headteacher will grant all requests to withdraw a student from the non-statutory/non-science parts of sex education.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative schoolwork will be given to students who are withdrawn from sex education.

For students aged 11+:

Parents/carers **have** the right to request to withdraw their child from the non-statutory/non-science components of sex education within RSHE up to and until 3 terms before the student turns 16. After this point, if the student wishes to receive sex education rather than being withdrawn, the school will arrange this. We will make sure that students know they have this option.

Parents/carers **do not have** the right to withdraw their child from relationships and health education, nor can they be withdrawn from topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

A copy of any withdrawal requests will be placed in the student's educational record. The headteacher will discuss the request with parents/carers and take appropriate action and provide the parents/carers with their decision in writing.

In exceptional circumstances, for example because of a safeguarding concern or a student's specific vulnerability, the headteacher can refuse a request to withdraw the student from sex education.

Alternative schoolwork will be given to students who are withdrawn from sex education.

## 10. Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

## 11. Monitoring arrangements

The delivery of RSHE is monitored by Carol Harvey, Head Teacher, through:

- Planning Scrutinies
- Learning Walks
- Reviews of evidence of RSHE sessions

Students' development in RSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Carol Harvey on an annual basis, or sooner if any statutory changes ae made. At every review, the policy will be approved by the Chair of Proprietors, Mandy Clarke.

| | |
|---|---|
| **Approved by:** | Carol Harvey and Directors |
| **Last reviewed on:** | 19.09.26 |
| **Next review due by:** | Sept 2027 |

## Appendix 1: Example of Curriculum overview shared with parents

## Year 7 curriculum

Include as much detail as you can, including links to resources you'll use or sharing examples. Being transparent with parents/carers early on will make it easier for you to handle questions, concerns or objections.

| Y7 PSHE lessons | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Wellbeing | Healthy choices | My body & Me | Healthy Relationships | Healthy Intimate Relationships | Identity & community | Digital Lives | Aspiration & money | Transition |
| What are my emotions telling me? | What are the facts about smoking and vaping? | What support might females need during their period? | What do we need from a healthy relationship? | What is sexual harassment and how can we stop it? | What does identity mean to you? | How can we have a healthy relationship with our devices? | Ambitions and goals | How does it feel to start secondary school? |
| How can we make healthy choices for our mental wellbeing? | How can we stay safe in different environments? | | How can we keep our friendships healthy? | | How can we reduce harmful stereotypes? | How can we take control of our privacy online? | Developing our strengths and interests | Four Year 6 transition lesson available as part of the Life Lessons primary curriculum |
| How can we build a positive relationship with ourselves? | How can we perform first aid? | | How can we balance our needs, with our friends'? | | Is it easy to find a feeling of belonging? | How do we choose what to share online? | Taking control of our learning | |
| How can we build our resilience to challenges? | How do our bodies change during puberty? | | How do we have healthy boundaries with our friends? | | What does a community need to be healthy? | How can online content affect us? | What aspirations do we have for the world? | |
| How do exercise and sleep impact our physical health? | How does it feel to go through puberty? | | What rights do we have to privacy and our bodies? | | What can be the impact of discrimination? | Who decides what we view online? | | |
| How do I keep my body and teeth clean? | Genitals and reproductive systems | | How do we identify and challenge bullying? | | How does the Equality Act protect everyone in the UK? | How does money affect the online world? | | |
| | How do our genitals change during puberty? | | | | How can we create a world free from sexism? | | | |

More detailed information for each topic can be shared prior to teaching to parents/carers

## Appendix 2: By the end of primary school students should know

| TOPIC | STUDENTS SHOULD KNOW |
|---|---|
| Families and people who care for me | • That families are important for children growing up because they can give love, security and stability<br>• 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<br>• That other children's families, either in school or in the wider world, sometimes look different from their own, but they should respect those differences and know that other families are also characterised by love and care<br>• That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up<br>• That marriage and civil partnerships represent a formal and legally recognised commitment of 2 people to each other which is intended to be lifelong<br>• 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<br>• The characteristics of friendships that lead to happiness and security, including: mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties<br>• That healthy, caring and kind friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Students should learn skills for developing caring, kind friendships<br>• 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<br>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened<br>• About managing conflict with kindness and respect, and that violence is never right<br>• How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed |

| TOPIC | STUDENTS SHOULD KNOW |
|---|---|
| Respectful, kind relationships | • How to pay attention to the needs and preferences of others, including in families and friendships. Students should be encouraged to discuss how we can balance the needs and wishes of different people in relationships, and why this can be complicated<br>• The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults<br>• How to communicate effectively and manage conflict with kindness and respect: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration<br>• 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 or in character, personality or background), or make different choices, or have different preferences or beliefs<br>• The practical steps they can take in a range of different contexts to improve or support their relationships<br>• The conventions of courtesy and manners<br>• The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests<br>• Students should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs<br>• About 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<br>• How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust<br>• What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype |

| TOPIC | STUDENTS SHOULD KNOW |
| --- | --- |
| Online safety and awareness | • How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met<br>• That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child, and that this can lead to dangerous situations<br>• That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online, including when we are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.<br>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them<br>• That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults<br>• That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online<br>• How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met<br>• How information and data is shared and used online, including where pictures or words might be circulated<br>• 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<br>• 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 |

| TOPIC | STUDENTS SHOULD KNOW |
| --- | --- |
| Being safe | • 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 and resources, for example<br>• About the concept of privacy and the implications of it for both children and adults, including that it's not always right to keep secrets if they relate to being safe<br>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact<br>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do and don't know<br>• How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust<br>• 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<br>• How to ask for advice or help for themselves or others, and to keep trying until they are heard<br>• Where to get advice, for example from their family, school and/or other sources |

| TOPIC | STUDENTS SHOULD KNOW |
|---|---|
| General wellbeing | • The health, wellbeing and happiness benefits of physical activity, time outdoors, and helping others<br>• Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation<br>• The importance of promoting general wellbeing and physical health<br>• The range of scale of emotions that they might experience in different situations (e.g. happiness, sadness, anger, fear, surprise, nervousness) and that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition<br>• How to recognise feelings and use varied vocabulary to talk about their own and others' feelings<br>• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate<br>• That isolation and loneliness can affect children, and the benefits of seeking support<br>• That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others<br>• 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<br>• Where and how to seek support (including recognising the triggers for seeking support), including who to speak to in school if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)<br>• That it is common to experience mental health problems, and early support can help |

| TOPIC | STUDENTS SHOULD KNOW |
|---|---|
| Wellbeing online | • That for almost everyone the internet is an integral part of life<br>• How to think about positive and negative aspects of the internet<br>• 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<br>• 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<br>• How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online<br>• Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted<br>• The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive<br>• 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<br>• That abuse, bullying and harassment can take place online and that this can impact wellbeing<br>• How to seek support from trusted adults<br>• How to understand the information they find online, including from search engines, and know how information is selected and targeted<br>• That they have rights in relation to sharing personal data, privacy and consent<br>• Where and how to report concerns and get support with issues online |
| Physical health and fitness | • The characteristics and mental and physical benefits of an active lifestyle<br>• 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<br>• The risks associated with an inactive lifestyle, including obesity<br>• How and when to seek support including which adults to speak to in school if they are worried about their health |

| TOPIC | STUDENTS SHOULD KNOW |
|---|---|
| Healthy eating | • What constitutes a healthy diet (including understanding calories and other nutritional content)<br>• Understanding the importance of a healthy relationship with food<br>• The principles of planning and preparing a range of healthy meals<br>• 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 | • 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 | • How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body<br>• About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer<br>• 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<br>• About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist<br>• About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing<br>• 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 students |
| Personal safety | • About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks<br>• How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code |

| TOPIC | STUDENTS SHOULD KNOW |
|---|---|
| Basic first aid | • How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them<br>• Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries |
| Developing bodies | • 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<br>• The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. That all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts<br>• The facts about the menstrual cycle, including physical and emotional changes (while the average age of the onset of menstruation is 12, periods can start at 8, so covering this topic before girls' periods start will help them understand what to expect and avoid distress) |

Secondary School Topic Coverage

## Appendix 2: By the end of secondary school students should know

| TOPIC | STUDENTS SHOULD KNOW |
|---|---|
| Families | • That there are different types of committed, stable relationships<br>• How these relationships might contribute to wellbeing, and their importance for bringing up children<br>• 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<br>• That 'common-law marriage' is a myth, and cohabitants do not obtain marriage-like status or rights from living together or by having children<br>• That forced marriage and marriage before the age of 18 are illegal<br>• How families and relationships change over time, including through birth, death, separation and new relationships.<br>• 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 |

| TOPIC | STUDENTS SHOULD KNOW |
|---|---|
| | • How to judge when a relationship is unsafe and where to seek help when needed, including when students are concerned about violence, harm, or when they are unsure who to trust |
| Respectful relationships, including friendships | • About the characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, students 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<br>• How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Students should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal<br>• 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. Students should understand what it means to be treated with respect by others<br>• What tolerance requires, including the importance of tolerance of other people's beliefs<br>• The practical steps students 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<br>• 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<br>• Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration<br>• The role of consent, including in romantic and sexual relationships. Students should understand that ethical behaviour goes beyond consent and involves kindness, care and attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Students should understand that just because someone says 'yes' to doing something that doesn't automatically make it ethically okay<br>• 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). Students should be equipped to recognise misogyny and other forms of prejudice<br>• 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 |

| TOPIC | STUDENTS SHOULD KNOW |
|---|---|
| | • 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<br>• 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 | • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online<br>• About 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. They should also understand the difference between public and private online spaces and related safety issues<br>• 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. Students 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. Students should understand the serious risks of sending material to others, including the law concerning the sharing of images<br>• About the characteristics of social media, including that some social media accounts are fake, and/or may post things which aren't real or have been created with AI. They should also know 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<br>• That keeping or forwarding indecent or sexual images of someone under 18 is a crime (even if the photo is of themselves or someone who has consented, and even if the photo was created by that child and/or using AI generated imagery). The potentially serious consequences of acquiring or generating images, indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. That sharing indecent images of people over 18 without their consent is also a crime<br>• How to seek support. They should also 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<br>• 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<br>• 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<br>• That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons |

| TOPIC | STUDENTS SHOULD KNOW |
|---|---|
| | • Where to go for advice and support about something they have seen online. Students should understand that online content can present a distorted picture of the world and normalise or glamourise behaviours which are unhealthy and wrong<br>• That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice<br>• 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<br>• 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. That this can affect people who see pornographic content accidentally, as well as those who see it deliberately. That pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it<br>• How information and data is generated, collected, shared and used online<br>• That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (for example, to enable targeted advertising)<br>• That criminals can operate online scams, such as 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<br>• 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. That 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<br>• 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<br>• 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<br>• How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. About ways of seeking help when needed and how to report harmful behaviour. 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. About the importance of trusting their instincts when something doesn’t feel right, and they should understand that in some situations a person might appear trustworthy but have harmful intentions |

| TOPIC | STUDENTS SHOULD KNOW |
| --- | --- |
| | • 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<br>• That sexual harassment includes unsolicited sexual language, attention or touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting<br>• About concepts, laws and where to find support relating to:<br>  ○ Sexual violence, including rape and sexual assault<br>  ○ 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<br>  ○ Domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour<br>  ○ Harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation<br>  ○ Forced marriage<br>  ○ The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible<br>• That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed<br>• That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury<br>• 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<br>• 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<br>• 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 |

| TOPIC | STUDENTS SHOULD KNOW |
|---|---|
| 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<br>• 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<br>• About 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, such as the law, their faith and family values. That kindness and care for others require more than just consent<br>• 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<br>• That some sexual behaviours can be harmful<br>• 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<br>• That there are choices in relation to pregnancy. Students 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<br>• How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted. How risk can be reduced through safer sex (including through condom use)<br>• About 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<br>• About the prevalence of STIs, the short and long-term impact they can have on those who contract them, and key facts about treatment<br>• How the use of alcohol and drugs can lead people to take risks in their sexual behaviour<br>• How and where to seek support for concerns around sexual relationships including sexual violence or harms<br>• 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 |
| Mental wellbeing | • How to talk about their emotions accurately and sensitively, using appropriate vocabulary<br>• The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness<br>• That happiness is linked to being connected to others. Students 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 |

| TOPIC | STUDENTS SHOULD KNOW |
|---|---|
| | • 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<br>• 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<br>• How to critically evaluate which activities will contribute to their overall wellbeing<br>• 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.<br>• 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<br>• 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<br>• 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<br>• 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<br>• 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<br>• About the risks related to online gambling and gambling-like content within gaming, including the accumulation of debt<br>• 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<br>• About the risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online<br>• About 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 |

| TOPIC | STUDENTS SHOULD KNOW |
|---|---|
| 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<br>• Factual information about the prevalence and characteristics of more serious health conditions<br>• That physical activity can promote wellbeing and combat stress<br>• 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<br>• The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease<br>• About 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<br>• About the law relating to the supply and possession of illegal substances<br>• About the physical and psychological risks associated with alcohol consumption<br>• What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England<br>• 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<br>• About the physical and psychological consequences of problem-use of alcohol, including alcohol dependency<br>• About the dangers of the misuse of prescribed and over-the-counter medicines<br>• 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<br>• 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 | • Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics |

| TOPIC | STUDENTS SHOULD KNOW |
|---|---|
| the healthcare system | • 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<br>• How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals<br>• The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening<br>• 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 students<br>• 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<br>• 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<br>• 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<br>• 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. Students 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)<br>• How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media<br>• How to develop key social and emotional skills that will increase students' 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<br>• Understanding which trusted adults they can talk to if students are worried about violence and/or knife crime<br>• 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)<br>• The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern |

| TOPIC | STUDENTS SHOULD KNOW |
|---|---|
| Basic first aid | • Basic treatment for common injuries and ailments<br>• Life-saving skills, including how to administer CPR<br>• 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<br>• The facts about puberty, the changing adolescent body, including brain development<br>• 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<br>• The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women |

Remove if you're a primary school and only teach relationships education

## Appendix 3: Parent/carer form requesting their child's withdrawal from sex education within RSHE

| TO BE COMPLETED BY PARENTS/CARERS | | | |
|---|---|---|---|
| Name of child | | Class | |
| Name of parent/carer | | Date | |
| Reason for withdrawing from sex education within relationships and sex education | | | |
| | | | |
| Any other information you would like the school to consider | | | |
| | | | |
| Parent/carer signature | | | |

| TO BE COMPLETED BY THE SCHOOL | |
|---|---|
| Agreed actions from discussion with parents/carers | |
| | |