RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSHE) POLICY

Date reviewed	September 2026
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Next review date	October 2027
Reviewed by	Academic Standards, SEND and Educational Trips Committee

Signed:..... **Dated:** 22/10/2026

Chair of Governors

Signed:..... **Dated:** 22/10/2026

Principal

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GOLDINGTON ACADEMY: BIG QUESTIONS IN LIFE SKILLS EDUCATION 2026-2027

Health and wellbeing **Relationships** **Life beyond school/Living in the wider world**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	What is self-awareness and why is it important?	What do I need to know, to keep myself safe and healthy?	What underpins positive, healthy relationships?	What skills and attributes are linked to different careers?	What impact can negative language and behaviour have on a person's life?	What are the benefits and risks associated with an online profile?
Year 8	What promotes good mental health and emotional well-being?	What does empowerment look like in a relationship?	What are the key structures and my rights in the workplace?	What are the benefits of long-term, stable and respectful relationships?	What are the misconceptions about illegal substances and how can I protect myself?	How is our country run and maintained?
Year 9	What support is needed to sustain good mental health and emotional well-being?	What influences adolescents and why does it hold so much sway?	What are my post-16 options and how does KS4 impact this?	How can we assess and manage risk in relation to financial decisions?	What do I need to know in order to identify, assess and reduce risk successfully?	When is the right time for sexual intimacy and on what basis should this decision be made?
Year 10	How do I make sense of my future finances?	How do external influences affect my social, emotional and personal well-being?	What influences my mental health and how can I take care of it?	How do I make sense of the emotional and social aspects of personal and sexual relationships?	What are the laws and organisations that govern our nation, and how do they fit into the wider global context?	What are my post-16 pathways and what are my next steps linked to these?
	A series of Friday tutor sessions in **Year 10**: What are the main workplace skills and how do these relate to career pathways?					
Year 11	How can I ensure the physical health and safety of myself and others?	What are my future options when it comes to family planning?	How can I develop more resilience?	How do we ensure healthy relationship boundaries?	How do we ensure healthy relationship boundaries?	

Appendix 2: By the end of secondary school pupils should know (the following sections are all applicable under the *Relationships Education, Relationships and Sex Education (RSE) and Health education statutory guidance July 2025:* 12

1. PURPOSE AND STATUS

Goldington Academy is committed to providing high-quality Relationships, Health and Sex Education (RSHE) that helps pupils develop the knowledge, understanding, values and practical skills needed for safe, healthy and respectful lives. The programme will be factual, inclusive, evidence-informed, developmentally appropriate and responsive to the needs of pupils and the local community.
This policy has been prepared with regard to the Department for Education's July 2025 statutory guidance on Relationships Education, Relationships and Sex Education and Health Education. That revised guidance applies from 1 September 2026. RSE is compulsory for pupils receiving secondary education; health education is compulsory in state-funded schools, subject to the legal framework applying to the school.

Where this policy uses 'RSHE', it means relationships education, relationships and sex education, and health education as delivered through the school's planned curriculum and relevant subjects.

2 · LEGAL AND STATUTORY FRAMEWORK

The school will have regard to, and keep this policy consistent with, the following legislation and statutory guidance, as amended or replaced:

- Children and Social Work Act 2017, sections 34 and 35.
- Education Act 1996, including section 403.
- Education Act 2002, including section 80A.

- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.
- Department for Education statutory guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education, July 2025, effective 1 September 2026.
- Keeping Children Safe in Education and Working Together to Safeguard Children.
- Equality Act 2010, including the Public Sector Equality Duty where applicable.
- Human Rights Act 1998.
- Education Act 1996 requirements concerning political impartiality and the balanced presentation of opposing views.
- Special Educational Needs and Disability Code of Practice: 0 to 25 years.

The governing body will ensure that statutory requirements are met and that the policy remains up to date.

3. AIMS

The aims of RSHE at Goldington Academy are to:

- Provide a framework in which sensitive discussions can take place
- Build pupils' understanding of healthy, respectful, safe relationships, including family, friendship and intimate relationships
- Prepare pupils for adolescence and beyond, by promoting an understanding of puberty, sexual development and the importance of health, wellbeing and hygiene
- Teach the facts and law clearly, accurately and without promoting contested views as fact
- Develop understanding of consent, personal boundaries, privacy, safety, equality and mutual respect
- Prepare pupils for the opportunities, responsibilities and experiences of adult life
- Promote physical health, mental wellbeing, resilience and informed decision-making
- Equip pupils to recognise abuse, harassment, exploitation, grooming, coercive control and other harms, and to seek help
- Develop critical understanding of online content, pornography, social media, misinformation, image-sharing and digital relationships
- Teach and encourage pupils to use the correct anatomical terminology when discussing the human body
- Forge relationships with external agencies to enrich pupils' understanding of the RSE curriculum
- Ensure that all pupils, including pupils with SEND, can access and benefit from the curriculum

- Work in partnership with parents and carers while recognising pupils' entitlement to statutory education.

The school will work towards these aims in consultation with pupils and parents.

The aim of this policy is to clarify the context and manner in which RSHE is delivered in this school.

4. GUIDING PRINCIPLES

The school's RSHE curriculum and teaching will be:

- Evidence-informed and based on reliable, current sources
- Age-, stage- and developmentally appropriate, with careful sequencing and revisiting of key concepts
- Inclusive and respectful of pupils' backgrounds, protected characteristics, beliefs and family circumstances
- Safe and supportive, with clear classroom expectations and established routes for help
- Relevant and responsive to the school's context without lowering expectations or exposing pupils to inappropriate material
- Impartial where political or contested matters arise, with a balanced presentation of significant opposing views
- Accessible, with reasonable adjustments and adapted teaching where required.

RSHE will not be used to promote any partisan political view. Staff will distinguish clearly between legal facts, established evidence, beliefs, opinions and matters on which there is legitimate debate.

5. DEFINITION

RSHE is about providing pupils with the information they need to develop healthy, safe and nurturing relationships of all kinds. This will include the knowledge needed in later life to keep oneself and others safe, and how to avoid sexually transmitted infections and unplanned pregnancies. RSHE focuses on respect for oneself and others and is not about the promotion of sexual activity, experimentation, particular lifestyles or identities. By supporting confidence and self-esteem, RSHE will enable pupils to make their own choices about whether or when to develop safe, fulfilling and healthy sexual relationships, once they reach the age of consent, and to resist pressure to have sex.

6. ROLES AND RESPONSIBILITIES

Governing body

- Approve and keep this policy under review
- Ensure that the school meets statutory duties, including publication, consultation, equality and safeguarding duties

- Hold leaders to account for curriculum quality, staff training, accessibility and parental engagement.

Principal

- Ensure that RSHE is planned, resourced and delivered effectively
- Ensure that withdrawal requests are handled lawfully and sensitively
- Ensure that safeguarding concerns and complaints are managed under the relevant school procedures.

RSHE lead

- Oversee curriculum planning, sequencing, resource review, staff support, assessment and evaluation
- Coordinate with relevant curriculum areas to prevent gaps and unnecessary duplication of content
- Maintain curriculum information for parents and report to governors.

Teachers

- Deliver agreed content accurately and within the school's curriculum and safeguarding framework
- Create a respectful learning environment, respond appropriately to questions and avoid sharing personal information or personal views inappropriately
- Report safeguarding concerns immediately, in line with school procedures
- Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss these with the principal.

Pupils

- Participate respectfully, follow classroom agreements and seek support where needed.

Parents and carers

- Engage with curriculum information and consultation, support learning at home where appropriate and raise questions through the school's published routes.

7. CURRICULUM ORGANISATION AND CONTENT

RSHE will be delivered through a weekly session in form time, by form tutors. As applicable, this teaching will be supported by relevant teaching in other curriculum subjects (e.g. some biological aspects of RSHE are taught within the science curriculum and complementary aspects of online safety are taught within the computing curriculum). A more detailed curriculum statement can be found in Appendices 1 and 2 of this policy. Our curriculum broadly follows the models set down by the PSHE Association.

The curriculum will secure progression across key stages and ensure that pupils encounter the statutory content by the end of secondary education. It will include (but is not limited to), the points below. A more detailed document (containing the individual session-by-session learning questions linked to our broader unit questions) can be located on the life skills learning page on the Goldington

Academy website. Parental requests to view curriculum material should be made in writing to Miss V Andrews.

- Families and caring relationships, including the diversity of family life and the characteristics of healthy, committed relationships.
- Respectful relationships, including friendship, boundaries, stereotypes, equality, prejudice, bullying and sexual harassment.
- Online and media literacy, including pornography, harmful content, image-sharing, misinformation, online relationships, grooming and the law.
- Being safe, including consent, recognising risk, exploitation, abuse, coercive and controlling behaviour, domestic abuse, sexual violence and how to seek help.
- Intimate and sexual relationships, including sexual health, contraception, pregnancy choices, sexually transmitted infections, fertility, reproductive health and the law.
- Physical health and fitness, healthy eating, drugs, alcohol, tobacco and vaping, health prevention, sleep and personal hygiene.
- Mental wellbeing, including emotional literacy, resilience, loneliness, body image, eating disorders, self-harm and suicide prevention taught with particular care and safeguards.
- Basic first aid and life-saving skills, including CPR at an appropriate point in the secondary curriculum.
- Changing adolescent bodies, menstruation, puberty and reproductive health, including fertility and menopause.

Teaching about sensitive mental-health matters, including eating disorders, self-harm and suicide prevention, will be planned carefully in light of pupils' age, maturity and experiences. Staff will use language and resources that minimise the risk of distress, imitation or normalisation of harmful behaviour, and will signpost support. The school will ensure that legal content is accurate and current. Where legal definitions or requirements change, teaching materials and this policy will be reviewed.

Pupils may receive stand-alone sex education sessions delivered by trained health professionals (e.g. from Bedford iCaSH) as part of the age-appropriate schemes of learning.

8. AGE, STAGE AND DEVELOPMENTAL AWARENESS

The school will decide when content is taught by considering statutory end points, curriculum progression, pupils' prior knowledge, maturity, safeguarding needs and local context. Content will be introduced when pupils can understand it safely and meaningfully, then revisited with increasing depth.

Before teaching sensitive material, the RSHE leads will consider the learning purpose, level of detail, language, examples, likely pupil questions, potential vulnerabilities, safeguarding implications and support available. Material that is not suitable for the cohort will not be used.

9. DELIVERY OF RSHE

Staff will use varied and reflective approaches while maintaining professional boundaries. Ground rules will be established so that pupils can discuss issues without pressure to disclose personal experiences.

- Distancing techniques, fictional scenarios and anonymous question systems may be used
- Pupils will not be asked to share personal experiences, family information or trauma
- Correct anatomical and legal terminology will be used in an age-appropriate way
- Misconceptions and prejudicial language will be challenged calmly and accurately
- Teachers may defer a question to check facts, suitability or safeguarding implications.

No pupil will be guaranteed absolute confidentiality. Staff will explain that information suggesting a risk of harm must be shared with the designated safeguarding lead or deputy safeguarding lead.

10. EQUALITY, INCLUSION AND SEND

The school will comply with the Equality Act 2010. RSHE will foster respect and understanding and will not unlawfully discriminate against, harass or victimise pupils.

Pupils will learn about the protected characteristics and the importance of equality and respect. Teaching will acknowledge that families and relationships take different forms. Content concerning lesbian, gay, bisexual and transgender matters will be taught factually and respectfully, at an appropriate point, within the legal and curricular framework.

The school will ensure that teaching remains consistent with current law and statutory guidance. Staff will not present contested beliefs as established fact and will facilitate respectful discussion where different views exist.

For pupils with SEND, the school will consider cognition and learning, communication, sensory needs, social understanding, emotional development and vulnerability. Adjustments may include pre-teaching, simplified or symbol-supported language, repetition, smaller groups, alternative recording, additional adult support and explicit teaching of consent, boundaries and online safety. Adaptation will preserve the intended knowledge and safeguards rather than removing essential content. Pupils with SEND will generally not be withdrawn from RSHE lessons.

11. SAFEGUARDING AND PUPIL SUPPORT

RSHE is part of the school's safeguarding culture. Because teaching may prompt questions or disclosures, all staff delivering or supporting RSHE will understand the school's child protection procedures and know how to record safeguarding concerns.

- A disclosure or concern will be listened to without investigation or promises of secrecy, recorded accurately and passed on promptly under school procedures
- Staff will be alert to abuse, neglect, domestic abuse, child sexual exploitation, criminal exploitation, sexual harassment, sexual violence, harmful sexual behaviour, forced marriage, female genital mutilation, grooming and online harm

- Concerns about eating disorders, self-harm, suicidal ideation or suicide attempts will be treated as safeguarding or welfare concerns and referred under school procedures
- Pupils will be reminded of internal and external sources of support, including the pastoral team/DSL and trusted helplines and websites
- The school will consider advance support, alternative arrangements or follow-up for pupils known to be particularly vulnerable, without unnecessarily excluding them from essential learning.

12. PARENTS, CARERS AND TRANSPARENCY

The school recognises parents and carers as important partners. It will proactively engage and consult them when developing or materially revising this policy. Consultation may include surveys, meetings, workshops, written information and opportunities to comment on draft documents. This policy will be available to anyone who asks and will be published on the school website. The school will publish or make readily available information about what is taught and when, subject to copyright restrictions and safeguarding considerations.

Parents and carers may request to see curriculum materials. The school will facilitate access to materials that it can lawfully share, explain any copyright-controlled resources and, where direct copying is restricted, arrange an appropriate opportunity to view them. The school will not enter into contractual arrangements that prevent appropriate parental transparency.

The school will provide reasonable notice of sensitive or significant units where this would support parental understanding, while preserving the school's ability to respond to emerging safeguarding or pastoral needs.

13. RIGHT TO REQUEST WITHDRAWAL FROM SEX EDUCATION

Relationships education	No	This is compulsory for secondary pupils.
Health education	No	This is compulsory in state-funded schools.
National Curriculum science	No	There is no right to withdraw from statutory science content.
Sex education within RSHE	Yes	A request may cover some or all sex education, subject to the process in this policy.

A parent or carer wishing to request withdrawal should write to the Principal identifying the relevant pupil and, where possible, the aspects of sex education concerned. The Principal or delegated senior leader will invite the parent or carer to discuss the request, the benefits of participation, the nature and purpose of the curriculum and any concerns.

Except in exceptional circumstances, the school will respect the parent's request to withdraw the pupil from some or all sex education delivered as part of RSHE, up to and until three terms before the

pupil turns 16. The school will document the decision and provide appropriate, purposeful alternative education during withdrawn lessons. Approved requests for withdrawal will last until the end of the academic year.

From three terms before the pupil's 16th birthday, the pupil may choose to receive sex education rather than remain withdrawn. If the pupil requests this, the school will make arrangements for the pupil to receive the teaching during one of those terms. The school will consider the pupil's wishes and capacity, communicate appropriately with the parent or carer and act in accordance with the statutory framework.

Withdrawal will not affect the pupil's entitlement to relationships education, health education or National Curriculum science. The school will work sensitively to minimise stigma, gaps in safeguarding knowledge and disruption to learning.

It should be noted that the majority of our life skills programme (PSHE and RSHE) falls under relationships education or health education and therefore precludes the right to withdraw.

14. RESOURCES AND EXTERNAL AGENCIES

The RSHE leads will quality-assure resources before use. Selection will consider accuracy, evidence, age and developmental suitability, inclusivity, accessibility, safeguarding, political impartiality, copyright, commercial interests and the risk of distress or unintended messages.

External visitors (e.g. Bedford iCaSH, Bedford MHST and SAV) may enhance but will not replace teaching by school staff. Before an external agency contributes, the school will check its competence, safeguarding arrangements, proposed content and resources, approach to confidentiality, impartiality and data protection. A member of school staff will normally remain present and retain responsibility for the session.

15. STAFF TRAINING AND SUPPORT

Staff will receive training proportionate to their role, including subject knowledge, inclusive practice, handling sensitive questions, classroom climate, legal content, safeguarding and the use of agreed resources. Staff who feel unable to teach an aspect confidently must raise this promptly with the RSHE leads so that support, team-teaching or another suitable arrangement can be made.

16. ASSESSMENT, EVALUATION AND QUALITY ASSURANCE

Assessment in RSHE will identify what pupils know, understand and can apply; it will not assess personal beliefs, experiences or disclosures. Teachers may use baseline activities, low-stakes quizzes, scenario responses, discussion, written work and reflection.

The school will use assessment to identify misconceptions, curriculum gaps and pupils requiring additional support or intervention. The RSHE leads will monitor planning, pupil work, pupil voice, participation, safeguarding themes and any feedback from parents and carers. Evaluation will inform curriculum development and staff training.

Governors will receive appropriate assurance about implementation while maintaining pupil confidentiality. A nominated link governor (Ashani De Sylva) will be responsible for making the necessary connections between the school and the Governing Body.

This policy will be reviewed annually. At every review, the policy will be approved by the Governing Body and Principal.

Any questions in relation to the policy will be dealt with by the Principal or Senior Link, dependent on the nature of the enquiry.

17. RESPONDING TO QUESTIONS AND CONTROVERSIAL ISSUES

Pupils' questions will be treated respectfully. Staff will answer honestly and accurately when the question is relevant and appropriate for the class. A teacher may answer privately, defer the question, refer it to another professional or recommend to the pupil a source of support, or decline to provide detail that is not developmentally appropriate. Pupils may be asked to speak to their parents or a trusted adult.

When teaching controversial or political issues, staff will present sufficient information for pupils to understand the issue and, where appropriate, a balanced range of significant views. Staff will not seek to secure pupils' support for a partisan position.

18. DISSEMINATION OF THE POLICY

The policy is available at all times to staff, governors, parents and pupils at Goldington Academy, via the school's website.

19. LINKS TO OTHER POLICIES

This policy is to be reviewed and undertaken considering the links with other whole school policies related to PSHE, Child Protection and Safeguarding, Anti-Bullying, and e-safety.

Appendix 1: Curriculum map

Relationships, sex and health education within the broader PSHE (life skills) curriculum map

GOLDINGTON ACADEMY: BIG QUESTIONS IN LIFE SKILLS EDUCATION 2026-2027

Health and wellbeing **Relationships** **Life beyond school/Living in the wider world**

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Year 8	What promotes good mental health and emotional well-being?	What does empowerment look like in a relationship?	What are the key structures and my rights in the workplace?	What are the benefits of long-term, stable and respectful relationships?	What are the misconceptions about illegal substances and how can I protect myself?	How is our country run and maintained?
Year 9	What support is needed to sustain good mental health and emotional well-being?	What influences adolescents and why does it hold so much sway?	What are my post-16 options and how does KS4 impact this?	How can we assess and manage risk in relation to financial decisions?	What do I need to know in order to identify, assess and reduce risk successfully?	When is the right time for sexual intimacy and on what basis should this decision be made?
Year 10	How do I make sense of my future finances?	How do external influences affect my social, emotional and personal well-being?	What influences my mental health and how can I take care of it?	How do I make sense of the emotional and social aspects of personal and sexual relationships?	What are the laws and organisations that govern our nation, and how do they fit into the wider global context?	What are my post-16 pathways and what are my next steps linked to these?
	A series of Friday tutor sessions in **Year 10**: What are the main workplace skills and how do these relate to career pathways?					
Year 11	How can I ensure the physical health and safety of myself and others?	What are my future options when it comes to family planning?	How can I develop more resilience?	How do we ensure healthy relationship boundaries?	How do we ensure healthy relationship boundaries?	

Appendix 2: By the end of secondary school pupils should know (the following sections are all applicable under the *Relationships Education, Relationships and Sex Education (RSE) and Health education statutory guidance July 2025:*

TOPIC	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. 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.

TOPIC	CURRICULUM CONTENT:
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.

TOPIC	CURRICULUM CONTENT:
Online safety and awareness	1. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. 2. Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues. 3. The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online. 4. Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images. 5. That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime. 6. What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online. 7. About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them. 8. That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong.

TOPIC	CURRICULUM CONTENT:
	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.

TOPIC	CURRICULUM CONTENT:
Being safe	1. How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent.
	2. That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others. 3. How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed. 4. How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions. 5. What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it. 6. That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting.
	7. The concepts and laws relating to sexual violence, including rape and sexual assault. 8. The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language. 9. The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour. 10. That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed. 11. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation. 12. The concepts and laws relating to forced marriage. 13. The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible. 14. That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death.

TOPIC	CURRICULUM CONTENT:
	15. That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful. 16. How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault.
Intimate and sexual relationships, including sexual health	1. That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive. 2. The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex. 3. Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent. 4. That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. 5. That some sexual behaviours can be harmful. 6. The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making. 7. That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help. 8. How the different sexually transmitted infections (STIs), including HIV, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma.

TOPIC	CURRICULUM CONTENT:

	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.
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.

TOPIC	CURRICULUM CONTENT:
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.

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

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