Chigwell School

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Relationships Education and Relationships and Sex Education Policy

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1. Definitions, rationale and ethos

This policy is applicable to all Pre Prep, Prep and Senior School pupils including those in the EYFS and has due regard for the Department for Education statutory guidance.

Relationships education (RE) for primary education in the Pre Prep and Prep School and Relationships and Sex Education (RSE) for secondary education in the Senior School is lifelong learning about physical, moral and emotional development. It covers the understanding of the importance of marriage and lasting partnerships for family life, stable and loving relationships, respect, love and care. In the Senior School it also includes the teaching of sex, sexuality and sexual health. This policy also relates to the Equality Act 2010 and Keeping Children Safe in Education.

The Department for Education's statutory requirements mean schools must teach the following content by the end of the Primary School:

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

The Prep's science curriculum includes teaching the main external body parts, the human body as it grows from birth to old age (including puberty) and the reproduction in some plants and animals. In addition, the School delivers sex education for pupils in Years 5 and 6. Prior to teaching the School consults with parents about the content of anything that will be taught within sex education. This includes offering parents support in talking to their children about sex education and how to link this with what is being taught in school as well as advice about parents' right to request withdrawal from sex education.

In the Pre Prep, Relationships Education is delivered in line with the Early Years Foundation Stage (EYFS) framework through the Personal, Social and Emotional Development (PSED) area of learning, which lays the foundations for all subsequent RE and RSE content as pupils progress through the school.

By the end of the Senior School:

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

All schools are also required to cover the following Health and Wellbeing topics by the end of the Senior School:

- Mental Wellbeing
- Wellbeing online

- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention, and understanding the healthcare system

Resources are chosen and checked to ensure that they are:

- Inclusive – acknowledging the full spectrum of diversity in society
- Positive, healthy and unbiased
- Appropriate to the age of the pupils

In addition to the above statutory requirements, our Senior School has chosen to teach financial wellbeing and careers through the Wellbeing and RSE curriculum.

Chigwell School defines sex education as:

- the teaching about the facts about the full range of contraceptive choices, efficacy and options available;
- choices in relation to pregnancy;
- how the different sexually transmitted infections, including HIV, are transmitted;
- the prevalence of STIs and the long- and short-term impact they can have on those who contract them and key facts about treatment.

Relationships education does not involve explaining the detail of sexual activity but can cover sensitive topics such as sexual violence and the impact of viewing pornography in order to keep children safe.

The details which follow aim to clarify the values, approaches and learning outcomes that underpin the approach to RSE at Chigwell School where we recognise that appropriate RSE is a vital part of safeguarding pupils and promoting their emotional wellbeing. High-quality RSE contributes to a better understanding of diversity and inclusion, and a reduction in gender-based and homophobic prejudice, as well as a better understanding of consent and exploitative relationships. Evidence suggests that RSE leads to a reduction in the level of early sexual activity, teenage conceptions, STIs, sexual exploitation and abuse, domestic violence and bullying.

As a School we are aware that we need to be mindful of and respectful to a wide variety of faiths and cultural beliefs and we will make every attempt to be appropriately sensitive; equally it is essential that pupils still have access to the learning that they need to stay safe and healthy and understand their rights as individuals.

We acknowledge that all pupils deserve the right to honest, open and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them. Through Relationships and Sex Education at Chigwell, we aim to promote healthy relationships and to allow pupils space to explore their own thoughts, feelings and experiences, and to develop empathy towards and understanding of others.

RSE planning and teaching approaches at Chigwell School consider and integrate the core values of happiness, courage and resilience, innovation, kindness and lifelong learning.

2. Aims of the RSE Curriculum

Through the RSE curriculum at Chigwell we aim to:

- Promote meaningful, loving and healthy relationships and convey an understanding of the importance of respect and trust
- Provide pupils with accurate and up-to-date information about RSE topics
- Create a culture in which pupils can ask questions without embarrassment, communicating within discussion and reflecting on their feelings about RSE topics
- Develop positive attitudes, strong moral values, self-respect and self-esteem
- Develop pupils' knowledge and understanding about puberty, reproduction and sexuality
- Ensure pupils understand the law on sexual behaviour, consent and abuse
- Encourage an understanding of the perspectives of different genders and sexualities
- Challenge discrimination based on sexual orientation and gender, and equip pupils to address sexist or homophobic bullying
- Give a clear understanding of the arguments for delaying sexual activity and resisting pressure
- Develop a sense of responsibility and an awareness of the consequences of actions in relation to sexual activity
- Provide pupils with information about different types of contraception, safe sex and how to access further advice and treatment
- Correct misunderstandings and counteract myths drawn from the media and their peers
- Link RSE with issues of peer pressure and other risk-taking behaviour, such as drugs, smoking and alcohol
- Develop an awareness of the dangers of sexual exploitation through the internet
- Encourage pupils to seek information and advice when they need help

We aim to ensure that the delivery of RSE is factual, sensitive and balanced. Staff will avoid the imposition of personal opinion but will stay focused on the social, moral, spiritual, health and education aspects of the topics. Teaching will reflect the law (including the Equality Act 2010) as it applies to relationships, so that pupils clearly understand what the law does and does not permit, as well as the wider legal implications of their decisions. RSE plays an important part in the emotional, cultural and social development of pupils and helps them to learn about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. A balanced approach is taken to both share information and explore issues and values together. RSE does not promote sexual activity.

3. Roles and responsibilities

The Head of Pre Prep and Prep School is responsible for ensuring that RE is appropriate in content and delivery, that it is taught consistently across the Pre Prep and Prep School, particularly in timetabled PSHE lessons, and for managing requests to withdraw pupils from non-statutory components of RE.

In the Pre Prep and Prep School, RE is delivered by class teachers within timetabled PSHE lessons. It is the responsibility of each class teacher to familiarise themselves with the lesson content in advance and to be aware of the individual learning and pastoral needs of the pupils in their class. Class teachers should liaise with the Head of Pre Prep and Prep School if they have any concerns about delivering a particular topic or if a safeguarding matter arises.

The Head of Wellbeing Curriculum has overall responsibility for the RSE curriculum in the Senior School. The curriculum scheme of work and lesson content are designed and structured by the Head of Wellbeing Curriculum, in accordance with statutory and regulatory requirements. The Head of Wellbeing Curriculum receives updates about latest RSE guidance and best practice from the PSHE Association, and this information is cascaded as appropriate.

RSE is primarily delivered by form tutors in weekly Wellbeing lessons in Years 7 – 9 and in fortnightly lessons in Years 10 and 11. Wellbeing lessons continue on a fortnightly basis in the Sixth Form. In preparing for the Wellbeing lessons, it is the responsibility of the form tutor to ensure that they are aware of the content of the lesson and the structure of its delivery by reviewing the material in advance. It is also the responsibility of the form tutor to check the individual learning needs of pupils in their form group. Differentiation strategies are used in accordance with task setting and the form tutor's knowledge of the SEND learning needs of their tutees. The SEND register is available to all teaching staff at Chigwell School via iSAMS. Lesson tasks are given to all pupils in the tutor group, and it is the responsibility of the form tutor to give individual support through appropriate teacher questions and the checking of understanding. If there are progress or accessibility concerns when delivering the RSE curriculum, it is the responsibility of the form tutor to alert the Head of Wellbeing Curriculum in the first instance.

Staff teaching RSE receive training so that the curriculum can be delivered effectively. Presentations on relevant statutory guidance and updates are shared annually with staff. Expectations in relation to RSE teaching, reporting and monitoring are also included in school training sessions. The PSHE Association delivers training to staff on how to establish safe learning spaces and how to handle difficult pupil questions. All staff have the right to additional support and guidance from the Head of Wellbeing Curriculum. Should a staff member not feel comfortable about delivering a certain topic, the Head of Wellbeing Curriculum will deliver the session instead or team teach.

Pupils are expected to engage fully in RSE lessons, and when discussing issues related to RSE, treat others with respect and sensitivity. These expectations are in line with the School's values of maintaining a positive attitude, respect for others at all times and displaying high levels of commitment.

4. Curriculum design

According to the Department for Education, schools should develop a curriculum with the following key principles in mind:

- ***Engagement with pupils***: Our curriculum is inclusive and well-sequenced and is informed by meaningful engagement with pupils through pupil voice surveys and student council meetings to ensure that the curriculum is relevant and engaging.
- ***Engagement and transparency with parents***: we engage with parents through coffee mornings, Chigwell Conversations, RSE information evenings and lesson material is available to parents upon request.
- ***Positivity:*** Our lessons focus on building positive attitudes and skills, promoting healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health. Our lesson content avoids the use of any language which might normalise harmful behaviour among young people, for example gendered language which might stigmatise boys.
- ***Careful sequencing***: We recognise that young people can start developing healthy behaviour and relationship skills as soon as they start school. Our Wellbeing curriculum is sequenced so that pupils are supported and equipped with the knowledge to navigate different experiences in a positive way before they occur, and to prevent harms.
- ***Relevant and responsive***: Our curriculum is age and stage appropriate and retains the flexibility to respond to year group issues as they arise.
- ***Skilled delivery of participative education***: RSE lessons are delivered by form tutors who have the knowledge, skills and confidence to create a safe and supportive environment and to facilitate participative and interactive education which aims to support and not alarm pupils. All staff are trained in safeguarding and offering support and recognise the increased possibilities of disclosures in Wellbeing and RSE lessons.
- ***Whole school approach***: Our RSE programme is an integral part of our whole school Wellbeing curriculum and is supported by other school policies such as Identity Based Harm, behaviour and safeguarding policies.

The topics covered within the RSE curriculum are delivered through the Wellbeing Curriculum as well as complementing the academic curriculum within individual subjects such as Science and Religious Studies. With wide-ranging topics covered, we aim to teach RSE sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law and the legal implications of their actions. All topics are delivered in a factual, balanced and non-judgmental way and allow scope for pupils to ask questions in a safe environment. The curriculum addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development. The Head of Wellbeing Curriculum works closely with key pastoral stakeholders in the school to ensure that the curriculum remains flexible in responding to issues as they arise in the school and wider community. Pupil voice is also taken into consideration in the use of this flexibility.

There is no requirement for summative assessment in RSE but form tutors must be encouraging and use verbal praise in order to motivate and engage pupils. Teachers should have the same high expectations of the quality of pupils' engagement in RSE and, more widely the Wellbeing Curriculum, as for other curriculum areas. Teachers should provide a supportive atmosphere that allows pupils to learn from any misunderstandings, where the emphasis is on discussion and listening respectfully to the views of others.

Assessment for Learning plays a significant role in Wellbeing lessons and may be used in any of the following ways:

- Sharing the learning objective and success criteria for sessions and reviewing these verbally at the end of the lesson. Pupils may be given opportunities to articulate their success against the learning objective;
- Discussion with pupils about their ideas and contributions;
- Opportunities for reflection at different points throughout a lesson, where pupils can discuss their ideas with others;
- Evaluate the development of ideas and perspectives through the use of written graffiti walls in pupils' Wellbeing booklets.

5. Safe and effective practice

Each class from Years 7 - 11 has a Wellbeing lesson charter which they discuss and agree on in consultation with their tutor at the start of the academic year. We ensure a safe learning environment by requiring that certain ground rules are established for each RSE session and clearly understood by all those that take part. These may vary depending on the age of the student, but are likely to include:

- Guidance on how potentially sensitive questions can be asked
- A general expectation of privacy and the importance of being able to talk frankly in the session without fear of discussions being repeated outside the room without due cause
- How staff will respond if anyone shares anything they consider to be concerning, particularly any issues of a safeguarding nature (staff must not promise confidentiality)
- The use of a question box to allow pupils to ask questions anonymously

In the Pre Prep and Prep School, class teachers establish a safe and supportive learning environment at the start of each RE or PSHE lesson appropriate to the age of the children. For younger pupils, ground rules are set in simple, accessible language and are revisited regularly. Teachers use age-appropriate distancing techniques and ensure that discussions remain focused on the learning content rather than personal experiences.

Distancing techniques will be used to help pupils take part in the lesson regardless of personal experiences. Distancing strategies such as using case studies, stories, scenarios and characters help pupils explore an issue objectively without it being personalised, or the lesson becoming a judgement about them and their own behaviour. Distancing the learning is especially important when exploring complex issues as it avoids embarrassing or re-traumatising pupils with lived experience of the issue. It also reduces the likelihood of a public disclosure of a safeguarding concern. The characters or scenarios used should feel relevant to pupils.

We recognise that some parents may be uncomfortable at the prospect of their children receiving sex education in school. Equally, we recognise it is completely natural for children to have questions about sex, their bodies and to be curious about where they came from. In the age of information where children in school have access to the internet through mobile technology, we believe it is better that children receive age-appropriate answers from us than

it being left to their peers or the internet. The School deals with sexually explicit questions in the following ways:

- Allowing individual staff to use their professional judgement to answer questions in front of the whole class or individually, taking into account the School's Child Protection and Safeguarding Policy
- Encouraging pupils to ask their parents any questions outside planned teaching
- Setting clear ground rules regarding personal questions, which are agreed by staff beforehand
- Providing pupils with a designated adult to go to if they wish to talk

Staff should bring any non-urgent issues for discussion to the pupil's pastoral lead (Head of Year or Head of House as appropriate). Any urgent and/or safeguarding issues must be reported immediately to the Designated Safeguarding Lead or one of the Deputy Designated Safeguarding Leads in line with the School's Child Protection and Safeguarding policy.

6. Parents, carers and key stakeholders

Parents and carers

This policy is made available to parents on the school's website and a paper copy is available on request. Sample slides from Wellbeing lessons are available on the school's website and parents can submit a request to view curriculum materials used to teach RSHE by emailing the Head of Wellbeing Curriculum (hloughlin@chigwell-school.org).

There is an annual Wellbeing Curriculum information evening for all parents and a voiced over presentation is sent out to all parents afterwards. This presentation can also be found on the school's website. In order to follow up and support RSE work at home, parents are encouraged to attend our range of Chigwell Conversation evenings and coffee mornings where possible. Further to this, all parents have access to the Wellbeing Hub which provides a range of resources for parents on many of the topics covered within Wellbeing lessons.

The Wellbeing Curriculum map for the year is shared on the school's website and parents are alerted via Chigwell Post whenever there is a particularly sensitive lesson due to be taught. This allows parents to work closely with the pastoral team to ensure the best outcomes for the pupil for that topic area.

In the Pre Prep and Prep School, parents are consulted specifically about the content of sex education prior to its delivery in Years 5 and 6. Parents are provided with information about what will be taught and are given guidance on how to talk to their children about these topics at home. Parents wishing to view the curriculum materials used in RE lessons in the Pre Prep and Prep School should contact the Head of Pre Prep and Prep School directly.

Governors

Governors review the RSE policy and are informed about the curriculum and RSE developments through meetings with the Head of Wellbeing Curriculum.

Pupils

Pupils are key stakeholders in the Wellbeing Curriculum. Although pupils cannot veto statutory RSHE content, they are asked to identify any issues they would like to talk about in their Wellbeing lessons. Pupil voice is gathered through surveys and in meetings with the student council and it is used to review and tailor our RSE programme to match the different needs of pupils in our school community.

7. Right to withdraw from sex education

The School recognises that, in most cases parents are key in teaching their children about sex and relationships, maintaining the culture and ethos of their family, helping their children to cope with the emotional and physical aspects of growing up and preparing them for the challenges and responsibilities that sexual maturity brings. It is hoped that the School's RSE programme will complement and support the role of parents and if any family would like further detail about any aspect of the RSE curriculum, they should write to the Head of Prep and Pre Prep or, in the Senior School, the Head of Wellbeing Curriculum in the first instance.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE by writing to the Head of Prep and Pre Prep or the Deputy Head Pastoral. This does not include the biological aspects within the national curriculum for science, nor does it include any statutory topic defined as relationships or health education. The School will automatically grant a request to withdraw a pupil from sex education delivered in the Prep School, other than as part of the science curriculum.

Any request will be discussed with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Once discussions have taken place, except in exceptional circumstances, the School will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the School will make arrangements to provide the child with sex education during one of those terms. Where a parent has chosen to withdraw their child from all elements of sex education, further contact will be made by the Head of Wellbeing Curriculum to monitor the choice as and when each topic area is taught.

Chigwell School defines sex education at senior school level as:

- the teaching about the facts about the full range of contraceptive choices, efficacy and options available;
- choices in relation to pregnancy;
- how the different sexually transmitted infections, including HIV, are transmitted;
- the prevalence of STIs and the long- and short-term impact they can have on those who contract them and key facts about treatment.

The School will fulfil its responsibility to ensure children withdrawn from sex education receive purposeful education during the withdrawal period. Alternative lessons will be delivered by the Head of Wellbeing Curriculum.

8. Safeguarding

Effective delivery of RSE necessarily allows students an open forum to discuss potentially sensitive issues, which may in turn lead to disclosure of a child protection issue. All staff are trained in child protection, and if they receive a disclosure or have any concerns about a pupil in their class, they should follow the School's normal safeguarding procedures as set out in the Child Protection and Safeguarding policy.

Pupils are encouraged to report concerns that they may have, such as those related to sexual harassment and misogynistic behaviours, through the pastoral support system. They are encouraged to approach a pastoral contact in the School whom they feel they can trust, such as their form tutor, Head of House/Year, Head of Section, Deputy Head Pastoral or the Head of Wellbeing. Tutees are informed by their form tutor in advance the focus of the Wellbeing lesson for the week and if a pupil is uncomfortable about attending the session, they can speak to their form tutor, Head of House/Year or the Head of Wellbeing Curriculum. The Designated Safeguarding Lead will also advise if there are pupils who are likely to find a particular topic challenging. Alternative provision will be arranged for these pupils where necessary and additional support can also be arranged via the Wellbeing Centre.

Where visiting speakers are invited to support delivery of certain aspects of the RSE or Wellbeing Curriculum, they will be subject to the School's usual procedures for vetting visiting speakers. In addition, the Head of Wellbeing Curriculum will meet with the speaker in advance, usually online, to brief them regarding the School's safeguarding procedures so that they are aware of the protocol in case of a disclosure. During this meeting, the Head of Wellbeing Curriculum will also review the material proposed by the external speaker to ensure its suitability for the intended year group. The speaker will also be made aware that parents have the right to view the content of the talk should they request to. The Head of Wellbeing Curriculum and form tutors will be present during all talks delivered by an external speaker.

We currently work with the following speakers to support our Wellbeing and RSE curriculum provision where appropriate:

- Daniel Spargo-Mabbs Foundation, The Prevent Guy, Paul Hannaford (Drugs education)
- Patrick Foster (GAM-Ed)
- S.A.M.E Academy (Driving safely)
- Voicebox (healthy masculinity)
- Mike Nicholson (Progressive masculinities)
- It Happens (Sex Education)
- The Ben Kinsella Trust, Charlie's Promise and the JJ effect (knife crime)
- Arc Theatre (sextortion)
- Representatives from different banks (financial wellbeing)
- St John's Ambulance (First Aid training)
- Alumni (careers and university)

9. Monitoring, reporting and evaluation

The Wellbeing and RSE programme is reviewed annually by the Head of Prep and Pre Prep, the Head of Wellbeing Curriculum and key pastoral leaders.

Learning walks of Wellbeing and RSE lessons are undertaken by the Head of Prep and Pre Prep, the Head of Wellbeing Curriculum and members of the Senior Leadership Team. Feedback is emailed to year group teams and/or individuals following the learning walk and a central log of feedback is kept by the Head of Wellbeing Curriculum. If improvements are required in terms of the delivery of the content, the Head of Prep and Pre Prep and Head of Wellbeing Curriculum will meet with the member of staff to discuss areas for development and support. If further interventions are required, the Deputy Head Pastoral will meet with the member of staff.

In the Pre Prep and Prep School, RE provision is monitored through lesson observations and PSHE planning scrutiny carried out by the Head of Pre Prep and Prep School. Pupil and parent surveys are used at these phases to gather feedback on the RE programme, and results are reviewed annually alongside the Senior School Wellbeing evaluation survey findings.

Form tutors have sight of their tutees' Wellbeing booklets and they will ensure that they are completed in accordance with lesson plans for Wellbeing lessons. The Wellbeing booklets are kept in form classrooms during an academic year. Wellbeing booklets are included in the School's book sampling cycle as part of the department review.

Pupils complete an annual Wellbeing evaluation survey and results pertaining to the pupils' RSE experience are analysed by the Deputy Head Pastoral and the Head of Wellbeing Curriculum and adjustments to lesson resources or delivery strategies will be carried out as appropriate. Pupil voice is also consulted through Student Council meetings.

Feedback on pupil contributions in Wellbeing and RSE lessons is included in tutor reports. The feedback is written by the relevant form tutor while the Head of Wellbeing provides information on the content which has been covered. Tutors are encouraged to use the School's rewards system to celebrate excellent contributions and efforts in Wellbeing and RSE lessons.

10. Equality

The School recognises that it has a responsibility under the Equality Act 2010 to ensure the best for all pupils irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion, sexual orientation or whether they are looked after children. RSE is intended to be inclusive and to meet the needs of all pupils. The School ensures that all teaching is sensitive and age-appropriate in approach and content and will strive to deliver RSE in a way that is culturally sensitive. In turn, through RSE pupils should appreciate the nature and consequences of discrimination, teasing, bullying and aggressive behaviours or prejudice-based language.

Some pupils may define themselves as LGBTQ+ or may have LGBTQ+ family members or friends. The School's approach to RSE will include sensitive, honest and balanced

consideration of sexuality. RSE content with regard to LGBTQ+ is fully integrated into a subject's programme of study in its relevant area of the curriculum. Pupils will be encouraged to be understanding of others' sexual identity and the School will actively tackle homophobic bullying.

The School will refer to the SEND Code of Practice, where appropriate, and will also be aware that some students are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. RSE can be particularly important for those with social, emotional and mental health needs or learning disabilities, and such factors will be taken into consideration when designing and teaching the RSE curriculum and all reasonable adjustments will be made to alleviate disadvantage.

For and on behalf of the Governors
D.A.P. King

Appendix A

Week	III	IV	Removes	LV (Week A)	UV (Week A)
1	What is Wellbeing?	What is Wellbeing?	The Teenage Brain	INSET	Good working habits in an exam year
2	Transition: Good Working Habits	External Speaker: Sextortion	Social Media Detox for Wellbeing		
3	Friends	Careers - Debunking stereotypes	Good mental health and coping strategies	KS4 Transition	Apprenticeships
4	Bullying	Careers - Careers of the future	Resilience and reframing failure		
5	Conflict Management	Body image	Healthy Eating	Growth Mindset	Young people's working rights and

					responsibilities
6	Life Online: Trolls	Body image - impact of social media	Tattoos and Piercings		
7	Life Online: Digital Literacy (safety online)	Body image (cosmetic alteration)	Internal Speaker: Self screening	Reframing Stress	Getting ready for mocks: revision timetables and study skills
				Pregnancy: fertility (inc menopause)	
8	Life Online: Digital Literacy (Scams and Phishing)	What matters to you?	You are what you drink		
9	Protected Characteristics	Democracy - protests and petitions	Internal Speaker: Substance Abuse (drugs)	Fertility	Microaggressions
10	Disability Awareness	UK Political System	County Lines		
11	Disability/ BSL	UK Political System	Poverty and the Welfare State	Routes into Parenthood	Mob mentality and Criminal Behaviour
12	Multiculturism and valuing differences	Party Planning	Internal Speaker: Happiness, Positivity and gratefulness		
13	Neurodiversity	Party Election	Community and the importance of volunteering	Unplanned pregnancy and choices	EXAMS
1	Prejudice	Language and Meaning	Internal speaker: Charity Project launch		
2	Discrimination	Gender: Equality, Sexism and LGBTQ+ rights	Charity Project Planning	Finance: Responsible Finances and Avoiding Debt	Internal speaker: Suicide Prevention
3	The media's role in hate crime	Masculinity	Charity Project Planning		
4	Families	Healthy Relationships	Charity Project Planning	Cybercrime: Financial exploitation and online fraud	Honour violence

5	When families change: divorce and separation	Romance and Falling in love	Charity Project Planning		
6	When families change: loss and grief	Managing breakups	Charity Project: House Final	Sextortion	Virginity testing and Hymenoplasty
7	Financial Literacy - spending and budgeting	Navigating friendships and conflict	Fundamental British Values		
8	Financial Literacy - bank accounts	Introduction to money - ethical spending and online influence	FBV: Extremism	Gambling	Self care in exam season
9	Financial Literacy - scams	Finance: Opening a bank account	FBV: Radicalisation		
10	Financial literacy - fraud	Finance: Budgeting	Misogyny and Manosphere	EXAMS	Interview Skills
11	Study Skills	Finance: Scams, gaming and a gateway to irresponsible spending	Algorithms and Sub-cultures (Incel culture)		
12	Study Skills	Study Skills	Study Skills	Work Shadowing	Summer beyond exams: parties and festivals
1	Looking after my body and mind: Sleep and self care	Dealing with peer influence	Am AI your friend		
2	Looking after my body and mind: Healthy exercise	Avoiding pressure to vape	AI: Chatbots, complacency and malicious use	Careers: The changing job market	
3	Looking after my body and mind: Healthy eating	Avoiding pressure to sext	Online Reputation		
4	Sugar, Processed food and disease	Pornography and our brains	EXAMS	Preparing for Work Experience: CV	

5	Looking after my body and mind: Harmful substances	Digital Literacy: Deepfakes and AI	Guest speaker: Knife Crime	
6	Looking after my body and mind: Harmful substances	EXAMS	Healthy Relationships	Drugs: Prescription drugs, antibiotics and nitrous oxide
7	Puberty changes	Looking after my body: Vaccines	Consent	
8	My body: My rights (Idea of consent)	Organ Donation	Healthy Sex: Contraception	Menstrual and Gyncological Health and the Menopause
9	My body: My rights (FGM)	Appropriate and legitimate health services	Healthy Sex: Contraception	
10	Marriage and alternatives	My body and my rights: FGM	Healthy Sex: STIs	RSE: Stalking, Sexual Harassment and the Law
11	Forced and arranged marriages	My mind: Tips for dealing with anxiety	RSE: Porn, ethics and dangers	
12	Summer Fun: Safety on road, rail and water	First Aid training	Health Advice Services	RSE: Coercive control and gaslighting

Appendix B

Year 7 Wellbeing Curriculum

	Topic	In this unit of work, students learn …
Michaelmas 1 Core theme: Relationships	Transition Transition to secondary school and friendships Building relationships Friends	1. study and organisational skills 2. how to identify, express and manage their emotions in a constructive way 3. how to manage the challenges of moving to a new school 4. how to establish and manage friendships 5. to clarify and develop personal values in friendships 6. the importance of trust in relationships and the behaviours that can undermine or build trust

Living in the Wider World	Conflict management Media literacy	7. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online) 8. how to identify personal strengths and areas for development 9. how to safely and responsibly form, maintain and manage positive relationships, including online 10. to further develop the skills of active listening, clear communication, negotiation and compromise 11. strategies to identify and reduce risk from people online that they do not already know; when and how to access help 12. to develop conflict management skills and strategies to reconcile after disagreements 13. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied 14. strategies to identify and reduce risk from people online that they do not already know; when and how to access help
Michaelmas 2 Core theme: Relationships Fundamental British Values: Respect and Tolerance	Diversity Diversity, prejudice, and bullying Prejudice Discrimination	1. to appreciate racial and cultural diversity and avoid and resist racism 2. about identity, rights and responsibilities 3. about living in a diverse society 4. the impact of stereotyping, prejudice and discrimination on individuals and relationships 5. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice 6. further tolerance and harmony between cultural traditions by enabling pupils to acquire an appreciation of, and respect for, their own and other cultures 7. the need to promote inclusion and challenge discrimination, and how to do so safely, including online 8. about the Equality Act 2010 9. about Protected Characteristics 10. how to distinguish right from wrong and to respect the civil and criminal law of England

Lent 1 Core theme: Relationships	Family Relationship changes Marriage	1. about different types of relationships, including those within families 2. the roles and responsibilities of parents, carers and children in families 3. the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support 4. that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion 5. the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children
Lent 2 Core theme: Health and Wellbeing Core theme: Living in the Wider World	Puberty Learning Skills	6. strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing 7. study skills 8. self-care in exam season
Summer 1 Core theme: Health and Wellbeing	Healthy routines Influences on health	1. the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities 2. the benefits of physical activity and exercise for physical and mental health and wellbeing 3. the importance of sleep and strategies to maintain good quality sleep 4. to recognise and manage what influences their choices about physical activity 5. the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices

		6. what might influence decisions about eating a balanced diet and strategies to manage eating choices 7. strategies for maintaining personal hygiene, including oral health, and prevention of infection
Summer 2 Core theme: Health and Wellbeing	Health Unwanted contact FGM Managing risk and personal safety Mental Health and Emotional Wellbeing	1. how to recognise and respond to inappropriate and unwanted 2. contact 3. about the risks and facts associated with female genital mutilation (FGM), its status as a criminal act and strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM 4. distinguish right from wrong and to respect the civil and criminal law of England 5. how to identify risk and manage personal safety in increasingly independent situations, including online 6. ways of assessing and reducing risk in relation to health, wellbeing and personal safety

Year 8 Wellbeing Curriculum

	Topic	In this unit of work, students learn …
Michaelmas 1 Core theme: Living in the Wider World 	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work	1. about equality of opportunity in life and work 2. how to challenge stereotypes and discrimination in relation to work and pay 3. about employment, self-employment and voluntary work 4. how to set aspirational goals for future careers and challenge expectations that limit choices
Health and Wellbeing 	Body Image and the Media; Self-worth, self-esteem and self-confidence	5. about the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health 6. how self-confidence self-esteem, and mental health are affected positively and negatively by

		internal and external influences and ways of managing this. 7. how different media portray idealised and artificial body shapes; how this influences body satisfaction and body image and how to critically appraise what they see and manage feelings about this 8. how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing
Michaelmas 2 Core theme: Living in the Wider World  Fundamental British Values: Democracy	Politics and Protests	1. about democracy 2. about the British Political System 3. encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England 4. about the right to protest and petition 5. how to distinguish right from wrong and to respect the civil and criminal law of England 6. about gender identity, transphobia and gender-based discrimination 7. how to recognise and challenge homophobia and biphobia 8. how to distinguish right from wrong and to respect the civil and criminal law of England 9. further tolerance and harmony between cultural traditions by enabling pupils to acquire an appreciation of, and respect for, their own and other cultures 10. encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act (2010) 11. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice

Lent 1 Core theme: Relationships   Fundamental British Values: Respect and Tolerance	Identity and Relationships	1. the qualities of positive, healthy relationships 2. how to demonstrate positive behaviours in healthy relationships 3. about gender identity and sexual orientation 4. about forming new partnerships and developing relationships 5. encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act (2010) 6. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice
Lent 2 Core theme: Relationships Health and Wellbeing  	Dealing with negative peer influence: vaping, sexting and pornography Study Skills	7. about 'group think' and how it affects behaviour 8. about the dangers of smoking and vaping 9. how the portrayal of relationships in the media and pornography might affect expectations 10. how to assess and manage risks of sending, sharing or passing on sexual images 11. how to evaluate and develop study skills
Summer 1 Core theme: Living in the Wider World	Digital Literacy Online safety, digital literacy, media reliability.	1. about online communication 2. how to use social networking sites safely 3. how to recognise online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalisation

	Finance	4. how to respond and seek support in cases of online grooming 5. how to recognise biased or misleading information online 6. how to critically assess different media sources 7. how to distinguish between content which is publicly and privately shared 8. about age restrictions when accessing different forms of media and how to make responsible decisions 9. about saving, spending and budgeting 10. about scams, gaming and gateways to irresponsible spending
Summer 2 Core theme: Health and Wellbeing	British Health Services How we can help others	11. about the NHS and how to access health services 12. how we can help others via blood and organ donation 13. the risks and myths associated with female genital mutilation (FGM), its status as a criminal act and strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM

Year 9 Wellbeing Curriculum

	Topic	In this unit of work, students learn …
Michaelmas 1 Core theme: Health and Wellbeing	Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	1. how to manage challenges during adolescence 2. how to reframe negative thinking 3. strategies to promote mental health and emotional wellbeing 4. about the signs of emotional or mental ill-health 5. how to access support and treatment

		6. about the portrayal of mental health in the media 7. how to challenge stigma, stereotypes and misinformation 8. to recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help or treatment is available 9. about a broad range of strategies — cognitive and practical — for promoting their own emotional wellbeing, for avoiding negative thinking and for ways of managing mental health concerns 10. the importance of and ways to pre-empt common triggers and respond to warning signs of unhealthy coping strategies, such as self-harm and eating disorders in themselves and others
Michaelmas 2 Core theme: Health and Wellbeing   Public service: Healthcare	Healthy Lifestyle Alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use	1. about sun safety 2. about the dangers of alcohol 3. about the dangers of smoking and vaping 4. about the importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination 5. gain a broad general knowledge of, and respect for, public institutions and services in England
Lent 1 Core theme:	Charity Project	1. about social issues affecting the local area and charities which exist to support these issues. 2. about the UK's Welfare State and how it helps those in poverty

Living in the Wider World  Public service: Welfare state		3. study, organisational, research and presentation skills 4. gain a broad general knowledge of, and respect for, public institutions and services in England
Lent 2 Core theme:  Fundamental British Values: Tolerance and Respect	Addressing extremism and radicalisation Community cohesion and challenging extremism.	1. about communities, inclusion, respect and belonging 2. about the Equality Act, diversity and values 3. about how social media may distort, mis-represent or target information in order to influence beliefs and opinions 4. how to manage conflicting views and misleading information 5. how to safely challenge discrimination, including online 6. how to recognise and respond to extremism and radicalisation 7. further tolerance and harmony between cultural traditions by enabling pupils to acquire an appreciation of, and respect for, their own and other cultures 8. take steps to avoid and resist racism
Summer 1 	Online Literacy	1. about the manosphere and how algorithms can lead to subcultures 2. about the dangers of over-relying on online relationships and social media validation 3. about the advantages and dangers of AI and chatbots
Summer 2 Core theme: Relationships 	Intimate relationships Relationships and sex education including consent, contraception,	1. about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex 2. about myths and misconceptions relating to consent 3. about the continuous right to withdraw consent and capacity to 4. consent

	the risks of STIs.	5. about STIs, effective use of condoms and negotiating safer sex 6. about the consequences of unprotected sex, including pregnancy

Year 10 Wellbeing Curriculum

	Topic	In this unit of work, students learn …
Michaelmas 1 Core theme: Health and Wellbeing	Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	1. how to manage challenges during adolescence 2. how to reframe negative thinking 3. strategies to promote mental health and emotional wellbeing 4. about the signs of emotional or mental ill-health
Michaelmas 2 Core theme: Relationships	Families	5. how to evaluate readiness for parenthood and positive parenting qualities 6. about fertility, including how it varies and changes 7. about pregnancy, birth and miscarriage 8. about unplanned pregnancy options, including abortion 9. about adoption and fostering
Lent 1 Core theme: Living in the Wider World	Financial Choices	1. how to prevent and manage debt, including understanding credit rating and pay day lending 2. how thinking errors e.g. gambler's fallacy can increase susceptibility to gambling 3. about the law and illegal financial activities including fraud and cybercrime
Lent 2 Core theme:	Work and Career	4. to research, secure and take full advantage of any opportunities for work experience that are available

Living in the Wider World 		5. about employment sectors and types, and changing patterns of employment 6. to develop their career identity, including values in relation to work, and how to maximise their chances when applying for education or employment opportunities 7. about effective CVs
Summer 1 Core theme: Health and Wellbeing 	Study skills and exams	1. about menstrual and gynaecological health and the menopause
Summer 2 Core theme: Relationships 	Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	2. about relationship values and the role of pleasure in relationships 3. about myths, assumptions, misconceptions and social norms about sex, gender and relationships 4. about the opportunities and risks of forming and conducting relationships online 5. how to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours 6. about the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent 7. how to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support 8. how to recognise and challenge victim blaming 9. about asexuality, abstinence and celibacy 10. about the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online;

		how to report abusive behaviours or access support for themselves or others 11. how to distinguish right from wrong and to respect the civil and criminal law of England

Year 11 Wellbeing Curriculum

	Topic	In this unit of work, pupils will learn…
Michaelmas 1 Core theme: Living in the Wider World 	Next steps Application processes, and skills for further education, employment and career progression	1. how to use feedback constructively when planning for the future 2. how to set and achieve SMART targets 3. effective revision techniques and strategies 4. about options post-16 and career pathways 5. about application processes, including writing CVs, personal statements and interview technique 6. how to maximise employability, including managing online presence and taking opportunities to broaden experience 7. about rights, responsibilities and challenges in relation to working part time whilst studying 8. how to manage work/life balance
Michaelmas 2 Core theme: Relationships Fundamental British Values: Tolerance and Respect 	Preventing extremism and racism	1. about microaggressions and their impact on emotional wellbeing 2. about mob mentality and how it can lead to extremist behaviour 3. the laws surrounding mob behaviour

Lent 1 Core theme: Health and Wellbeing	Mental Health Body rights	1. suicide awareness training 2. about honour-based abuse and the laws around FGM, hymenoplasty and virginity testing
Lent 2 Core theme: Living in the Wider World Health and Wellbeing	Next steps	1. about good interview skills and how to prepare for different types of interviews 2. how to look after themselves in exam season 3. how to stay safe in celebratory situations where alcohol could affect decisions

Appendix C
DfE requirements for Relationship Education, Relationship and Sex Education, and Health Education

Secondary relationships and sex education curriculum content
Families

Curriculum content:

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.[1]
6. How families and relationships change over time, including through birth, death, separation and new relationships.
7. The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child’s life for brain development.
8. How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust.

Respectful relationships Curriculum content:

1. The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships.
2. How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal.
3. The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one’s own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others.
4. What tolerance requires, including the importance of tolerance of other people’s beliefs.
5. The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict.
6. The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help.
7. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.
8. The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn’t automatically make it ethically ok.
9. How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice.
10. How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not

entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others.

11. How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others.
12. Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called "involuntary celibates" (incels) or online influencers.

Online safety and awareness

Curriculum content:

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.[2]
7. About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them.
8. That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of

weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong.

9. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.
10. How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns.
11. That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it.
12. How information and data is generated, collected, shared and used online.
13. That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising).
14. That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion.
15. That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk.

Being Safe

Curriculum content:

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.[3]
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.
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
Curriculum content:

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
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.

Secondary health and wellbeing curriculum content

Mental wellbeing
Curriculum content:

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

6. 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.
7. How to critically evaluate which activities will contribute to their overall wellbeing.
8. Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it's possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it.
9. 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.
10. That the co-occurrence of alcohol/drug use and poor mental health is common and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug use can trigger mental health problems or exacerbate existing ones. That stopping smoking can improve people's mental health and decrease anxiety.

Wellbeing online
Curriculum content:

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
Curriculum content:

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
Curriculum content:

1. How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease.
2. The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease.
3. The impacts of alcohol on diet and unhealthy weight gain.

Drugs, alcohol, tobacco and vaping
Curriculum content:

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 Curriculum content:

1. Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics.

2. Dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing consumption of sugar-containing food and drinks, and regular check-ups at the dentist.
3. How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals.
4. The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening.
5. The facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.
6. The importance of sufficient good-quality sleep for good health, the importance of screen-free time before bed and removing phones from the bedroom, and how a lack of sleep can affect weight, mood and ability to learn.
7. The importance of healthy behaviours before and during pregnancy, including the importance of pre-conception health, including taking folic acid. The importance of pelvic floor health. Information on miscarriage and pregnancy loss, and how to access care and support.
8. How to navigate their local healthcare system: what a GP is; when to use A&E / minor injuries; accessing sexual health and family planning clinics; the role of local pharmacies; and how to seek help via local third sector partners which may have specialist services.
9. The concept of Gillick competence. That the legal age of medical consent is 16. That before this, a child's parents will have responsibility for consenting to medical treatment on their behalf unless they are Gillick competent to take this decision for themselves. Pupils should understand the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment.

Personal safety
Curriculum content:

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
Curriculum content:

1. Basic treatment for common injuries and ailments.
2. Life-saving skills, including how to administer CPR.[4]
3. The purpose of defibrillators, when one might be needed and who can use them.

Developing bodies
Curriculum content:

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.

Teaching about the law

Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example those relating 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
- the Online Safety Act
- online behaviours including image and information sharing (including sexual imagery, youth-produced sexual imagery, nudes, etc, and including AI-generated sexual imagery and deepfakes). Pupils should understand the law about online sexual harassment and online sexual abuse including grooming and sextortion
- pornography
- abortion
- protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation)
- alcohol, smoking, vaping and nicotine products and illicit drug use
- gambling
- carrying knives and weapons
- extremism/radicalisation
- grooming or exploiting children into criminal activity, which can include gang involvement and county lines drug running
- hate crime
- the age of criminal responsibility
- medical consent, Gillick competence and parental responsibility

[1] Age of Marriage Act 2023

[2] For example, see Report Remove

[3] The Domestic Abuse Act 2021 recognised children who see, hear, or experience the effects of abuse, and are related to either the victim of the abusive behaviour, or the perpetrator, as victims of domestic abuse in their own right (part 1 section 3). The Domestic Abuse Act 2021 statutory guidance is designed to support statutory and non-statutory bodies working with victims of domestic abuse, including children.

[4] Cardiopulmonary Resuscitation is usually best taught after 12 years old.