



DEVONPORT HIGH SCHOOL FOR GIRLS

RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSHE) POLICY

Named person: Alan Thomas

Category: Statutory

Review: Annually or When there are significant changes

Date to be reviewed: Summer 2025

This policy has been reviewed with regard to the work/life balance of staff.

Adopted by the Head Teacher on behalf of the Trustees: 15/07/2024

Relationships, Sex and Health Education (RSHE) Policy

This policy is written in accordance with the DfE statutory guidance “Relationships education, relationships and sex education (RSE) and health education 2020”, the Education Acts of 1996 and 2002, the Children Social Care Act 2017, the Equalities Act 2010 and Keeping Children Safe in Education 2024. The document ‘Sex and Relationship Education for the 21st Century’ produced by the PSHE association and OFSTED and the review of sexual abuse in Schools and Colleges 2021 has also guided the policy.

Defining RSHE

Sex and Relationship Education was made compulsory in English schools by the passing into law of the Children and Social Care Act 2017. The law does not give a definitive statement as to what sex education is. At DHSG it is regarded as education about relationships within a values framework, focusing upon responsibility within caring, committed relationships. Among the things we will concentrate on are knowledge of the facts of human reproductive processes, sexuality and behaviour, pregnancy, sexually transmitted diseases, contraception and abortion, and a consideration of the broader emotional and ethical dimensions of sexual attitudes. These include healthy relationships, consent and providing students with the knowledge to help themselves and others, keep safe from abuse, for example through sexual exploitation, Female Genital Mutilation (FGM), forced marriage and Child on Child abuse. All aspects of the educative process will look at both off and online behaviour and risks.

Health strands run alongside many aspects of the Relationships and Sex education curriculum and our Health Education plan aims to give our students the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

By the end of secondary school, students will have been taught spiralled content which builds on their depth of knowledge and develops their complexity of understanding on a range of health topics, for example: mental wellbeing, internet safety and harms, physical health and fitness, healthy eating and health and prevention, drugs, alcohol and tobacco, basic first aid and the changing adolescent mind and body. These health topics will be interwoven with other topics within the RSHE curriculum where appropriate.

Rationale

Relationships, Sex and Health education provides an understanding that positive, caring environments are essential for the development of a good self-image and that individuals are in charge of and responsible for their own bodies. It ought to provide knowledge about the processes of reproduction and the nature of sexuality and relationships. It should encourage the acquisition of skills and attitudes which allow students to manage their relationships in a responsible and healthy manner.

Aims

In the attempt to enable students to acquire knowledge, skills, responsible attitudes and behaviour with regard to RSHE, DHSG aims to provide a worthwhile educational experience for all its students which will present opportunities:

- to help students to consider the importance of self-restraint, dignity, respect for themselves and for others, acceptance of responsibility, sensitivity towards the needs and views of others, loyalty and fidelity;

- to enable students to recognise the physical, emotional and moral implications, and risks, of certain types of behaviour and to accept that everyone should behave responsibly in relationships and sexual matters;
- to support the personal development and social skills of the students;
- to ensure that students have an understanding of their own and others' sexuality;
- to enjoy relationships based upon mutual respect and responsibility which are free from abuse and exploitation and understand what constitutes a healthy relationship;
- to provide information and knowledge which will counteract prejudice and ignorance;
- to develop an understanding of risk and to promote strategies for personal safety;
- to enable students to be aware of the sources of help and to acquire the skills and confidence to use them;
- to help students identify risks associated with sexual exploitation and how to report concerns and gain support for victims.
- to understand the law in relation to consensual sexual relationships, sexual harassment, sexual assault and sexual abuse.

Objectives:

- to enable students to understand the biological aspects of reproduction and the laws in place to protect them.
- to consider the advantages and disadvantages of various methods of family planning in terms of personal preference and their social and moral implications.
- to recognise and be able to discuss sensitive and controversial issues such as conception, virginity, birth, child-rearing, abortion, Lesbian, Gay, Bisexual, Transgender (LGBT), domestic abuse, sexually transmitted diseases and technological developments which involve consideration of attitudes, values, beliefs and morality (including the risks and impacts associated with sharing sexual images and pornography and information about infertility, IVF and miscarriage).
- to make students aware of the range of sexual attitudes and behaviour in present day society and recognise the importance of personal choice in managing relationships so that they do not present risks to health and personal safety.
- to make students aware that feeling positive about sexuality and sexual activity is important in relationships and that people have the right not to be sexually active.
- to explore the meaning of 'consent' in the context of a sexual relationship.
- to understand the changing nature of sexuality over time and its impact on lifestyles, e.g. puberty and menopause.
- to recognise that parenthood (including adoption and fostering) is a matter of choice that needs to be carefully considered.
- to critically analyse moral values and explore those held by different cultures and groups.
- to understand the concept of stereotyping and to discuss issues such as sexual harassment in terms of their effects on individuals.
- to understand aspects of legislation relating to sexual behaviour, gender and equal opportunities and to raise awareness of the availability of statutory and voluntary organisations which offer support in human relationships.

Delivery

RSHE at DHSG is taught in a cross curricular way for example through Biology and Religious Studies, as well as through the Pastoral Programme. Some of the programme will be delivered by Health professionals. Specific detail of delivery can be evidenced through the Pastoral Health Programme

Schemes of Work. The diverse staffing and the variety of experience contained within this teaching body is seen as a valuable resource for the delivery of RSHE. The provision of RSHE is seen as progressive in terms of language, concepts and content which increases in depth and complexity as students' progress through the school.

Throughout the course of teaching, a variety of sensitive issues will inevitably be explored. It is recognised that an individual's sexuality is a highly personal matter. The teaching of RSHE at DHSG will place stress upon the need for understanding and awareness of a variety of sexual preferences across the spectrum of human sexuality.

It is intended that students will be given up-to-date information on a wide variety of contraceptive methods and whilst general statements about the efficacy of these methods will be given, specific advice and guidance to individuals will not be made as part of the RSHE programme.

RSHE in the Curriculum

Introduction: DHSG strives to offer an education for the whole person. Part of the make-up of all humans is that they are sexual beings. Our RSHE programme aims to be a sensitive and responsible one which is set in a moral and social framework. It also aims to meet the statutory provision which has been outlined in various Government documents.

Context: The prime responsibility for bringing up children rests with parents/carers. Schools must recognise that parents/carers are key figures in helping their children cope with the emotional and physical aspects of growing up and in preparing them for the challenges and responsibilities which sexual maturity brings. The teaching offered by schools should be seen as complimentary and supportive to the role of parents/carers.

It is recognised that RSHE is a complex issue which will place demands on schools and teachers. However, the purpose of RSHE should be to provide knowledge about loving relationships, the nature of sexuality and the processes of human reproduction. At the same time, it should lead to the acquisition of understanding and attitudes which prepare students to view their relationships in a responsible and healthy manner and provide them with the information and skills to safeguard themselves.

The RSHE delivered will be tailored not only to the age, but also to the understanding of students. At DHSG we aim to present facts in an objective, balanced and sensitive manner. It will be set within a clear framework of values and an awareness of the law regarding sexual behaviour. Students will be encouraged to appreciate the value of a stable family life, marriage (including same sex marriage and Civil Partnerships in line with legislation changes in 2014) and the responsibilities of parenthood. Such matters will be treated with sensitivity and great care will be taken to encourage all students to feel a sense of worth. Particular care will be taken when issues such as marital breakdown and divorce are dealt with.

Use of resources

We will apply due diligence to any resources we plan to use to ensure they are:

- aligned with the teaching requirements set out in the statutory RSHE guidance
- age-appropriate, given the age, developmental stage and background of our students
- evidence-based and contain robust facts and statistics
- from credible sources and compatible with effective teaching approaches

- sensitive to student experiences and won't provoke distress

Parents and carers are welcome to look at copies of any of our lessons and can request a copy by emailing the RSHE Lead lstacey@dhsg.co.uk or contacting the **DSL rmorgan@dhsg.co.uk who both share responsibility and oversight of RSHE.**

Inclusion

'Mainstream schools and special schools have a duty to ensure that children with special educational needs and learning difficulties are properly included in RSHE. RSHE should help all students understand their physical and emotional development and enable them to make positive decisions in their lives' 'Sex and Relationship Education Guidance' [DfE Ref 0116/2000]. Young people may have varying needs regarding RSHE depending on their circumstances and background. We strongly believe that all students should have access to RSHE that is relevant to their particular needs. To achieve this DHSG's approach to RSHE will promote inclusion and the principles of equality and tolerance as detailed in the Equalities Act and will take account of:

a) Ethnic/Religious and cultural diversity.

Different ethnic, religious and cultural groups may have different attitudes to RSHE. We will consult students and parents/carers about their needs, take account of their views and promote respect for, and understanding of, their views.

b) Varying home backgrounds.

We recognise that our students may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.

c) Sexuality/gender.

On average, about 5% of our students will go on to define themselves as lesbian, gay, bi-sexual or transgender (LGBT). Students may also have LGBT parents/carers, brothers or sisters, other family members and/or friends. All our students will meet and work with LGBT people. Our approach to RSHE will include sensitive, honest and balanced consideration of sexuality and gender. We shall actively tackle homophobic bullying and prejudiced behaviour and support students who may be questioning their gender with a safeguarding first approach.

d) The needs of boys as well as girls.

It is reported that girls tend to have greater access to RSHE than boys, both through the media and the home. We will consider the particular needs of boys, as well as girls, and approaches that will actively engage them (applicable to the Sixth Form). We shall also be proactive in combating sexism and sexist bullying, and educate students to protect themselves and report Child on Child abuse including sexual harassment.

e) Special Educational Needs.

We shall take account of the fact that some students may have learning, emotional or behavioural difficulties or physical disabilities that result in particular RSHE needs.

Assessment

Students' learning will be assessed at the end of topics to ensure that they are making sufficient progress to build on prior teaching and learning and that teaching strategies and resources remain

relevant and effective. Assessment activities will be implicit, forming part of a normal teaching activity to ensure that students do not feel under pressure and will include self-assessment tasks that will confirm understanding of the topics. The evaluation of teaching and learning assessments will be shared as appropriate. The quality of RSHE teaching and learning will be monitored through activities such as RSHE learning walks, team teaching and informal drop-ins. The observations and findings of which will be used to identify and inform future staff training needs.

The Parental Right to Withdraw their Child from Sex Education Lessons

Section 405 of the *Education Act 1996* enables parents/carers to withdraw their children from sex education (but not Relationships and Health Education) other than the sex education that is in the National Curriculum (such as the biological aspects of human growth and reproduction that are essential elements of National Curriculum Science). It is realised that, under exceptional circumstances, a very small number of parents/carers may wish to exclude their children from some or all of this programme. In this case, such parents/carers should write to the Head of House (HoH), stating their objections. The HoH will then arrange a meeting to talk through concerns. Where objections still remain, we will organise different activities for the student as appropriate. The schemes of work contained within this document will enable parents/carers to estimate the point at which specific aspects of sex education will be delivered to their child. The biological element of reproduction remains within the National Curriculum Science Order for Key Stage 3, and is covered in detail during the KS4 as part of the GCSE course. It must be stated here that much of the RSHE programme impacts on keeping children safe and as such we will seek to find alternate opportunities to deliver these key messages.

In the exceptional circumstances where students are withdrawn from Sex Education the student will be offered to access this material three terms prior to their 16th birthday as set out in the statutory guidance RSHE 2020.

Answering student questions

RSHE explores a range of issues that may provoke questions from students. Where possible and age appropriate, where a question is relevant to the whole class, staff will answer it to the whole group. There may occasionally be the need to deal with a question outside of the classroom if it is not suitable for the entire class or to refer the student back to their parents or carers. School staff will not answer personal questions about themselves or ask direct personal questions of their students that could make either party vulnerable. However, we believe that an open approach to answering questions prevents students from learning inaccurate or harmful information online or from peers and older students. We believe exploring issues with the whole class helps to reduce the stigma and shame that can surround some of the issues explored in RSHE. Importantly, we believe children are better protected from harm and abuse when they can discuss issues openly with trained professionals and in a safe environment.

Dealing with questions

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole-class setting.
- Teachers should set the tone by speaking in a matter-of-fact way and ensuring that students discuss issues in a way which does not encourage giggling and silliness.
- Students should be encouraged to write down questions anonymously and post them in a question box, the teacher will have time to prepare answers to all questions before the next session, and will choose not to respond to any questions which are inappropriate.
- If a verbal question is too personal the teacher should remind the students of the ground rules.

- Teachers should not be drawn into providing more information than is appropriate to the age of the student.
- Students must not be given the impression that teenagers inevitably have sex, the view that sex should be between two consenting people who are mature enough to make informed decisions should be emphasised.

Monitoring

As with all subjects PSHE is subject to the schools policy on Collaborative Quality Assurance. In addition, Heads of House / Head of Sixth Form or Form Tutors sit in on all sessions led by outside speakers to ensure consistency of delivery to each group.

Form Tutors complete returns to Heads of House / Head of Sixth Form.

Heads of House / Head of Sixth Form have regular pastoral meetings with a member of the Senior Leadership Team (SLT) in which these issues are discussed periodically.

Trustees review this policy annually.

All resource materials used are informed by recognised educational suppliers and health organisations. Heads of House / Head of Sixth Form are responsible for ensuring that materials used are appropriate for the age and are available to parents and carers as required.

The Inclusion Lead has oversight of the policy and works with the DSL and a multi-agency approach where concerns are shared.

Internet access of students is carefully monitored with filters to ensure only appropriate sites related to RSHE can be visited – see ICT policy.

Evaluation

There is an oversight process through joint working of the safeguarding and pastoral teams that enables strategic development of PSHE and this policy. In addition students regularly complete evaluation and feedback questionnaires that promote clear analysis via Microsoft office form.

Consultation with Parents/Carers

Parents/carers receive an annual communication outlining the content and nature of RSHE and are reminded at the same time of their right to withdraw their children from the sex education programme.

Parents/carers can access this policy on our website and may request copies of the full RSHE policy document at any time and are welcome to comment on its content. With appropriate notice, parents/carers may request to see copies of the teaching materials used for RSHE and are provided with exemplar questions.

The DSL offers sessions to Parents/Carers and also hosts discussions on related topics.

What can you do at 14?

- 14 is the legal age when you can start working in the UK. You can get a part time job, for a maximum of two hours on a school day, working sometime between 7.00am and 8.00am and 5.00pm and 7.00pm.
- You can work on Sundays between 7.00am and 7.00pm, but again for no more than two hours.
- You can work up to five hours on a Saturday between 7.00am and 7.00pm.
- During school holidays you can work five hours a day from Monday to Saturday. But you can only work two hours a day on Sundays.
- It's worth checking with your Local Authority before taking on unusual work (i.e. anything that doesn't involve shoving papers through letterboxes) to be sure it doesn't contravene local regulations and bylaws.
- You can go into a bar and order soft drinks.
- If convicted of a serious criminal offence (in a Youth Court), you can be held in secure accommodation for no more than 24 months. You could also get a fine for a maximum of £1,000.
- Wearing a seatbelt is considered your own personal responsibility, so buckle up.

What can you do at 15?

- Working restrictions are the same as 14-year-olds, except you can work up to eight hours on a Saturday between 7.00am and 7.00pm (if you're 15 or over but under school-leaving age).
- You can view, rent or buy a 15 rated film.
- If you are awaiting trial for a criminal offence, you may be held in a remand centre.
- If convicted, you can be sent to a young offenders institute for up to two years.

What can you do at 16?

- You have the right to give consent to medical, dental and surgical treatment. This includes contraceptive advice and treatment.
- You can leave school on the last Friday in June, as long as you turn 16 by the end of the summer holidays (but you have to stay in full time education, start an apprenticeship or spend 20+ hours a week working or volunteering whilst in part time education until you're 18). Find out more about what age you can leave school.
- You are entitled to free full-time further education (at school, sixth form college and city technology college).
- You can have sex, gay or straight, so long as your partner is also 16+.
- If you're 17 and under, it is an offence for someone in a position of trust who is 18 or over to engage in any kind of sexual activity with you.
- You can claim benefits and obtain a National Insurance number.
- You can apply for legal aid.
- You can drink a beer, wine, or cider with a meal in a pub or restaurant if you are with an adult.
- You can ride a moped with a max engine power of 50cc (and a provisional licence). You can also drive an invalid vehicle (with a licence) and a mowing machine.
- You can work as a street trader and/or sell scrap metal.
- You can choose your own doctor.
- You can join the armed forces (so long as that's OK with your parent/s or carer).
- You can move out of the family home with your parents' permission (if you're under 17 then Social Services may apply for a Care Order).

- You can rent accommodation at 16, but a guarantor is required until you're 18. A guarantor is an adult who can be responsible for you, learn more about rent guarantors.
- You must pay for prescription charges (unless you're pregnant, on income support or in full-time education). Laws in Wales differ though.
- You can order your own passport.
- If convicted of a criminal offence, but not given a custodial sentence, you can receive a youth rehabilitation order.
- You can play the National Lottery.
- You can buy premium bonds.
- You can fly a glider.
- Another thing you can do at 16 is buy liqueur chocolates. At last!

What can you do at 17?

- 17 is the legal age to learn to drive in the UK (with a provisional driving licence and a 21+ adult in the passenger seat who is qualified to drive).
- If you pass your driving test, and you're properly insured, you can get behind the wheel and take to the road on your own.
- You can apply for a private pilot's licence for a plane, helicopter, gyroplane, hot air balloon and airship.
- You can be interviewed by the police without an adult present, given a reprimand or a warning. Should you be charged with an offence (without being granted bail) then you could be sent to a remand centre or prison. Learn more about UK arrest rights.
- You can become a blood donor.
- 17 is also the legal age in the UK that you can allow your body to be donated to medical science (upon death!).
- You can get married in Scotland and Northern Ireland (with parental consent).

What can you do at 18?

- Being able to vote in local and general elections.
- You can also stand for election as a Member of Parliament, local councillor or Mayor.
- You can serve on a jury, or be tried in a magistrates court and go to jail if you're found guilty of a criminal offence.
- If you were adopted you can see your original birth certificate (and have your name added to the Adoption Contact Register).
- You can make a will.
- You can get married without parental permission in England and Wales.
- You can view, rent or buy an 18 rated film.
- You can view, rent, or buy pornographic material that does not contravene UK obscenity laws.
- You can buy fireworks.
- You can place a bet in a betting shop/casino.
- You can buy cigarettes, rolling tobacco and cigarette papers.
- You can open your own bank account.
- You can buy an alcoholic drink in a pub or a bar.
- You can pawn stuff in a pawn shop.
- You can have a tattoo.
- You can drive lorries weighing up to 7.5 tonnes, with a trailer attached.

What can you do at 19?

Not much changes at 19, other than you are no longer entitled to free full time education at school.

What can you do at 21?

- You can apply to adopt a child.
- You can supervise a learner driver (so long as you've held a driving licence for the same type of vehicle for three years).
- You can apply for a range of licences that would allow you to fly commercial transport aeroplanes, helicopters, gyroplanes and airships.
- You can drive lorries over 7.5 tonnes with a trailer (with the appropriate licence), as well as buses and road rollers.

Relationships, Sex and Health Education Letter

September 2024

Dear Parent/Carer,

You may be aware that there are statutory arrangements for relationships education, relationships and sex education and health education (RSHE) in Schools and thus we are sending you an annual update of the topics covered. We provide RSHE here largely through the tutor programme and via outside speakers. A copy of our RSHE policy is available for you to read on the school website or can be requested from the school office.

Rest assured that RSHE will be provided sensitively, giving due regard to moral considerations and the value of family life.

Due to the nature of some topics, there is a 'spiralled curriculum' approach. This enables the topic to be delivered in an age appropriate manner that is re-visited in more complexity and depth as students mature in their understanding. This is why some topics appear more than once. For each of the themes and topics covered we will look at how they are affected by aspects of online life and British law.

As Parent/Carers you have the right, if you wish, to withdraw your child from all or part of the sex education programme but not relationships or health education or where sex education is covered as part of the National Curriculum for science. Any enquiries you have about this will be dealt with sympathetically and we will invite you in to discuss this further in person, but we hope that you will trust the school to approach these issues in such a way as to allow individual children to maintain their family's convictions and views.

RSHE : aspects covered in the School Pastoral Programme – see lists attached for each year group.

If you have any questions about any of the topics which will be taught this year, or wish to view any of the resources used, please contact me on (01752) 705024.

Yours faithfully

A handwritten signature in black ink, appearing to read 'L Stacey', written in a cursive style.

Mrs L Stacey
Head of House

Year Group	Health Education	Relationships Education	Sex Education
7	<ul style="list-style-type: none"> - Healthy lifestyles - Dental health - Personal hygiene - Smoking and vaping - Puberty – including menstruation, changes in the adolescent body, emotional changes - Alcohol - Sleep - Mental health – including improving confidence, coping strategies, dealing with new situations - Personal safety – including offensive weapons, safe use of medicine, staying safe online, abuse, where to go for help if they are worried about themselves or someone else 	<ul style="list-style-type: none"> - Friendships – including making new friendships, maintaining positive friendships, resolving conflict - Anti-bullying - Family relationships - Peer pressure - Boyfriend/girlfriend relationships - LGBT History Month and Pride 	
8	<ul style="list-style-type: none"> - Mental health – including anger management, managing anxiety, building self-esteem, happiness - Cancer checks and vaccinations - Skin care - Alcohol - Healthy lifestyles – including healthy eating, eating disorders - Drugs – including new psychoactive substances, safe use of medicines - Holiday safety and skin cancer - Staying safe online – including sharing personal information and images, consent - Puberty – including physical and emotional changes in teenage boys and girls, teenage brain development 	<ul style="list-style-type: none"> - Resolving conflict - Media portrayal of relationships - Family relationships – including marriage and family set-up, family conflict, stereotypes and family roles - Anti-bullying - Friendship and peer pressure - Healthy romantic relationships - LGBT History Month and Pride 	<p>Consent Dispelling common myths about sex and pregnancy</p>

9	<ul style="list-style-type: none"> -Drugs and the law -HPV vaccinations -Mental health - impact of social media on well-being, healthy and unhealthy coping strategies, body image -Alcohol -Healthy eating and eating disorders -Smoking -Emergency first aid Staying safe online – including cyber-bullying, sharing personal images, consent -Grooming (sexual and ideological) -Honour based abuse -FGM -Domestic abuse -Consequences of teenage pregnancy Smear tests, breast screening, (sexual harassment and sexualised bullying) 	<ul style="list-style-type: none"> -Healthy relationships – including different types of relationships, rights and responsibilities within relationships, maintaining healthy relationships - Media portrayal of women - Anti-bullying -Sexual orientation - LGBT History Month and Pride 	<ul style="list-style-type: none"> -Media portrayal of sex and relationships -Consent -Sexually transmitted infections and contraception
10	<ul style="list-style-type: none"> -Health and well-being: Mental health – including eating disorders, anxiety, depression, anger management -Drugs -Harassment and stalking -Sexual assault and consent -Knife Crime -Getting pregnant – including consequences of unintended pregnancy, abortion, how lifestyle choices affect a foetus 	<ul style="list-style-type: none"> -Anti Bullying -Sexual orientation, homophobia - LGBT history month and Pride 	<ul style="list-style-type: none"> -Sexually transmitted infections -Pornography -Contraception
11	<ul style="list-style-type: none"> -Drugs – including new psychoactive substances -Alcohol and risky behaviours - Promoting emotional well-being 	<ul style="list-style-type: none"> -Healthy relationships -Unhealthy relationships - LGBT History month 	

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RSE is broken into two strands; Health and Relationships & Sex Education. By the end of secondary school, students should know the following:

Health

Topic	What students should know
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Mental Wellbeing	<ul style="list-style-type: none"> • How to talk about their emotions accurately and sensitively, using appropriate vocabulary • How to recognise the early signs of mental wellbeing concerns • Common types of mental ill health (e.g. anxiety and depression) • How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health • The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness
Internet safety and harms	<ul style="list-style-type: none"> • The similarities and differences between the online world and the physical world • The impact of unhealthy or obsessive comparison with others online • The risks related to online gambling including the accumulation of debt • 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
Physical health and fitness	<ul style="list-style-type: none"> • The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress • The characteristics and evidence of what constitutes a healthy lifestyle • As about the science relating to blood, organ and stem cell donation
Healthy eating	<ul style="list-style-type: none"> • How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • The facts about legal and illegal drugs and their associated risks • The law relating to the supply and possession of illegal substances • The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood • The physical and psychological consequences of addiction, including alcohol dependency • The facts about the harms from smoking tobacco, the benefits of quitting and how to access support to do so
Health and prevention	<ul style="list-style-type: none"> • About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics • About dental health and the benefits of good oral hygiene and dental flossing • The benefits of regular self-examination and screening • The facts and science relating to immunisation and vaccination • The importance of good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn
Basic first aid	<ul style="list-style-type: none"> • Basic treatment for common injuries, including CPR • The purpose of defibrillators and when one might be needed
Changing adolescent body	<ul style="list-style-type: none"> • Key facts about puberty, the changing adolescent body and menstrual wellbeing • The main changes which take place in males and females, and the implications for emotional and physical health

Topic	What students should know
Families	<ul style="list-style-type: none"> • There are different types of committed, stable relationships. • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including its legal status. e.g., that marriage carries legal rights and protections not available to couples who are cohabiting • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to the raising of children, including the characteristics of successful parenting • How to determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others if needed
Respectful relationships, including friendships	<ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due
	<p>respect to others, including people in positions of authority and due tolerance of other people's beliefs</p> <ul style="list-style-type: none"> • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

<p>Online and media</p>	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
<p>Being safe</p>	<ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)
<p>Intimate and sexual relationships, including sexual health</p>	<ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • 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 • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing

- About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment
- How the use of alcohol and drugs can lead to risky sexual behaviour
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment