FHS
Francis Holland Schools

Relationships and Sex Education (RSE) Policy

Table of Contents

1. Aims 3
2. Statutory Requirements 3
3. Policy Development 4
4. Definition 4
5. Curriculum 5
6. Delivery Of RSE 5
7. Use of External Organisations and Materials 6
8. Roles and Responsibilities 7
9. Parents' Right to Withdraw 8
10. Training 9
11. Monitoring Arrangements 9
12. Review 9

Appendix 1: Francis Holland Prep 10

Appendix 2: Francis Holland Regent's Park 13

Appendix 3: Francis Holland Sloane Square 14

Appendix 4: By the end of primary school pupils should know (according to the statutory guidance from the Department of Education) 27

Appendix 5: By the end of secondary school pupils should know (according to the statutory guidance from the Department of Education) 29

Relationship and Sex Education (RSE) Policy

This policy applies to:
Francis Holland Regents Park
Francis Holland Sloane Square
Francis Holland Prep
Where there are differences between the schools these have been clearly highlighted.

Related Policies**:**

Personal, Social, Health & Economic Education PSHE
Anti-bullying
Equality, Diversity, Inclusion and Belonging
Online Safety
Safeguarding and Child Protection
Learning Needs
Accessibility Plan

1. Aims

The aims of relationships and sex education (RSE) in the Francis Holland Trust are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy, and cultivate positive characteristics such as kindness and integrity
- Create a positive culture and promote healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health
- Teach pupils the correct vocabulary to describe themselves and their bodies
- promotes the fundamental British values of democracy, the rule of law, equality and individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. This includes diverse expressions of sexuality

2. Statutory Requirements

2.1 Francis Holland Prep

As a prep school, Francis Holland Prep must provide relationships education to all pupils in accordance with the statutory guidance for Relationships Education, Relationships and Sex Education and Health Education guidance.

While not having to follow the National Curriculum, the school is expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

In teaching RSE, the school must have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

Francis Holland Prep must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination,

advance equality of opportunity and foster good relations between different people when conducting their activities.

At Francis Holland Prep, Relationships Education is taught as set out in this policy.

2.2 Francis Holland Schools – Regent's Park and Sloane Square

As senior schools, Francis Holland Regent's Park and Sloane Square must provide RSE to all pupils in accordance with the statutory guidance for Relationships Education, Relationships and Sex Education and Health Education guidance

In teaching RSE, the schools must have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

The schools must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when conducting their activities.

At Francis Holland Regent's Park and Sloane Square, Relationships and Sex Education is taught as set out in this policy.

3. Policy Development

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

- Step One, Review – a working group including staff from all three schools in the Trust, pulled together all relevant information including relevant national and local guidance.
- Step Two, Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
- Step Three, Parent/stakeholder consultation – parents/carers were invited to look at the policy and make recommendations.
- Step Four, Pupil consultation – The schools investigated what exactly pupils want from their RSE.
- Step Five, Ratification – once amendments were made, the policy was shared with the Senior Leadership Team in each school and ratified.

4. Definition

RSE is about the emotional, social, and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity, and personal identity. RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

RSE covers various aspects of relationships, sexuality, and personal well-being. Rooted in respect, inclusivity, and understanding, RSE aims to empower pupils with the knowledge and skills necessary to navigate the complexities of relationships, make informed choices regarding their sexual health and behaviour, and foster a culture of mutual respect and consent. Through age-appropriate curriculum, open discussions, and support systems, the Trust endeavours to create a safe and supportive

environment where pupils can explore and develop a positive sense of self, relationships, and sexuality.

5. Curriculum

At Francis Holland Prep, we follow the Jigsaw RSE programme to help the girls learn about relationships, puberty, and human reproduction in a way that is appropriate for their age and stage of development.

The programme's goals include:

- Teaching correct terminology
- Preparing for puberty
- Helping girls cope with change
- Addressing girl's needs

The RSE curriculum for each Senior School in the Trust is set out as per Appendix 3 (Sloane Square) and on the Parent Portal at Regent's Park but may be adapted as and when necessary.

The curriculum has been developed in consultation with parents/carers, pupils, and staff, and considering the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

The curriculum is regularly reviewed and adapted to reflect current statutory guidance, new statutory safeguarding content and emerging societal issues. This ensures that teaching remains relevant, inclusive and age-appropriate, equipping pupils with the knowledge, understanding and skills to develop healthy relationships, keep themselves safe, recognise risk and seek appropriate support both online and offline.

The schools will share curriculum materials with parents and carers upon request.

6. Delivery Of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Religious Studies (RS)

Francis Holland Schools – Regent's Park and Sloane Square

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health.

For more information about the FHP and SSQ RSE curriculum, see Appendices 1 and 2. And for FH-RP see The Parent Portal Link https://myportal.fhs-nw1.org.uk/

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

The schools will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism, or the illegal use of drugs.

6.1 Inclusivity

The schools will teach about these topics in a manner that:

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

The schools will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in a whole class setting or in small groups or targeted sessions;
- Give careful consideration to the level of differentiation needed.

6.2 Use of Resources

The schools will consider whether any resources they plan to use:

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

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

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

Parents/carers are not able to veto curriculum content.

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

7. Use of External Organisations and Materials

The schools will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The schools remain responsible for what is said to pupils. This includes making sure that any speakers, tools, and resources used do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Francis Holland Schools will make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:

- Are age-appropriate
- Are in line with pupils' developmental stage
- Are accessible for all pupils, including those with SEND

- Are sensitive to pupils' needs
- Comply with:
  - This policy
  - The Teachers' Standards
  - The Equality Act 2010
  - The Human Rights Act 1998
  - The Education Act 1996
- Only work with external agencies where the schools have full confidence in the agency, its approach, and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
  - What they are going to say
  - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Make sure the visitor understands and agrees in advance:
  - How confidentiality will work in any lesson
  - How safeguarding reports should be dealt with, in line with our school policies
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers
- Consult parents/carers on the content of external resources on the topic of biological sex and gender reassignment in advance and make all materials available to them on request
- Avoid materials that use cartoons or diagrams that oversimplify the topics of biological sex and gender reassignment, that could be interpreted as being aimed at younger children, or that perpetuate stereotypes or encourage pupils to question their gender
- We **won't**, under any circumstances:
  - Work with external agencies that take or promote extreme political positions
  - Use materials produced by such agencies, even if the material itself is not extreme
  - Work with agencies who don't allow their material to be shared with parents and carers. The school will communicate to agencies that it is legally obliged to have regard to the expectation that all content can be shared with parents and carers

8. Roles and Responsibilities

8.1 The Governing Body

The governing body will approve the RSE policy and hold the Heads to account for its implementation.

8.2 The Heads

The Heads are responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory components of RSE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny/misandry, homophobia, biphoboia, sexual violence/harassment, derogatory behaviour and stereotypes
- Where misogynistic ideas are expressed at school, challenging the ideas, rather than the person expressing them
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL)
- Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Heads.

Teaching of RSE

- Francis Holland Prep - RSE lessons are taught by the Head of PSHE
- Francis Holland Regent's Park - RSE lessons are taught in PSHE lessons by staff, trained specifically in RSE. Pupils also attend workshops delivered by It Happens Education | RSHE for Schools.
- Francis Holland Sloane Square - RSE lessons are mainly delivered by ACET UK with some sessions being delivered by Form Tutors.

8.4 Pupils

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

9. Parents' Right to Withdraw

9.1 Francis Holland Prep

- Parents/carers do not have the right to withdraw their child from relationships education.
- Parents/carers do have the right to withdraw their child from the non-science components of sex education within RSE.
- Requests for withdrawal should be put in writing and addressed to the Head. Notice to withdraw must be given two terms in advance.

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

9.2 Francis Holland Regent's Park and Sloane Square

- Parents/carers have the right to withdraw their child from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. Notice to withdraw must be given two terms in advance. After this point, if the child wishes to

receive sex education rather than being withdrawn, the school will arrange this. We will make sure that pupils know they have this option.

- Parents/carers do not have the right to withdraw their child from relationships and health education, nor can they be withdrawn from topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction.
- Requests for withdrawal should be put in writing and addressed to the Head.
- A copy of withdrawal requests will be placed in the pupil's educational record. The Head will discuss the request with parents/carers and take appropriate action and provide the parents/carers with their decision in writing.
- In exceptional circumstances, for example because of a safeguarding concern or a pupil's specific vulnerability, the Head can refuse a request to withdraw the pupil from sex education.

Pupils who have been withdrawn from RSE lessons must attend school as usual. Alternative schoolwork will be given to pupils who are withdrawn from sex education.

10. Training

The training of staff on the delivery of RSE is included in our continuing professional development calendar.

11. Monitoring Arrangements

The delivery of RSE is monitored by:

- Francis Holland Prep – The Head and Head of PSHE
- Francis Holland Regent's Park – Head of PSHE
- Francis Holland Sloane Square – Head of PSHE

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. services to aid those with specific learning needs.

12. Review

Policy author/s	RP: Deputy Head Pastoral SSq: Senior Deputy Head Pastoral Prep: Senior Deputy Head and DSL
This review	SLTs: Autumn 2026
Approved by	Education Committee, Autumn 2026
This version published	9th November 2026
Next review	Autumn 2027

The Francis Holland Schools Trust is an educational charity which manages three leading independent girls' schools in central London, across three sites.
Registered charity number: 312745
Registered office: Francis Holland Schools Trust, 35 Bourne Street, London SW1W 8JA

Appendix 1: Francis Holland Prep

Relationships and sex education curriculum map

All RSE lessons are PSHE specialist led unless an external provider is specified.

YEAR GROUP		TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1		Autumn 2	**Safe Relationships:** • Recognise that some things are private and the importance of respecting privacy • Understand that the parts of their body covered by underwear are private • Know how to respond to safely to adults they don't know • Learn how to respond if physical contact makes them feel uncomfortable or unsafe • Learn about the importance of not keeping adults' secrets	NSPCC – "PANTS"
Year 2		Autumn 2 Summer 2	**Safe Relationships:** Know there are situations when they should ask permission and when permission should be sought Learn basic techniques for resisting pressure to do something they don't want to do, and which may make them unsafe **Ourselves, Growing and Changing:** Name the main parts of the body Learn about growing and changing from young to old and how people's needs change	
Year 3		Autumn 2	**Safe Relationships:** Learn about privacy and personal boundaries Understand what is appropriate in friendships and wider relationships Understand why someone may behave differently online, including pretending to be someone they are not Learn strategies for recognising risks, harmful content, and contact and how to report concerns	

Year 4		Autumn 2	**Safe Relationships:** Recognise different types of physical contact Understand what is acceptable and unacceptable Learn strategies to respond to unwanted physical contact Learn how to respond safely and appropriately to adults they may encounter	
Year 5		Autumn 2 Summer 2	**Safe Relationships:** Learn about seeking and giving permission (consent) in different situations Explain when it is right to keep a secret, when it is not and who to talk to about this Learn where to get advice and report concerns if worried about their own or someone else's personal safety (including online) **Ourselves, Growing and Changing:** Identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction Learn about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing) Learn about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene Learn about the processes of reproduction and birth as part of the human life cycle Understand how babies are conceived and born	RSE letter sent out to all parents a with detailed curriculum overview RAP Project parent workshop Let's Rap About the Digital Birds and Bees for PARENTS
Year 6		Autumn 2	**Safe Relationships:** Learn how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this	RSE letter sent out to all parents with a detailed curriculum overview

		Summer 2	• Recognise what an unsafe relationship might look like and how you might feel in an unsafe relationship • **Ourselves, Growing and Changing:** • Understand that for some people gender identity does not correspond with their biological sex • Learn about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing) • Learn about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene • Learn about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born; how babies need to be cared for • Know about where to get more information, help and advice about growing and changing, especially about puberty	Lessons supported by external speaker from the RAP Project The Big Leavers workshop for girls Let's Rap About the Digital Birds and Bees for PARENTS

Appendix 2: Francis Holland Regent's Park

Relationships and sex education curriculum map

Please see the Parent Portal https://myportal.fhs-nw1.org.uk/

Appendix 3: Francis Holland Sloane Square

Relationships and sex education curriculum map

Year 7

Date	Delivery	Topic	Details
Autumn term	School Counsellor	Mental Health	The importance of talking about mental health *Things that can help or hinder a conversation about mental health *Signs that someone is struggling with their mental health *Things to avoid doing / saying when someone talks to you about their mental health
Autumn term	School Nurse	First Aid	How to respond in an emergency situation Know basic first aid Manage their own health, including dental, sun safety and infection prevention How to access health services
Autumn term	Tutors	Safety	Understand how to stay safe in London, including avoiding pickpockets and traveling on public transport Identify hazards around open water
Autumn term	Head of Politics	UK Political Processes Equality in the UK	Introduction to the work and role of the UK Parliament Understand the UK election and voting process Describe in detail the Equality Act 2010 Evaluate the successes and challenges of the Act Evaluate if behaviour and conducts falls under the Equality Act 2010
Autumn term	Tutors	Sleep	Students will be able to: -explain the impact of sleep on health and wellbeing -identify factors that can reduce sleep quality -describe a range of strategies for ensuring healthier sleep patterns
Spring term	Sixth Form Ambassadors	Online Safety	Advice from older peers regarding how to stay safe online
	External: Talk Consent	Consent	To understand what constitutes consent and why consent should always be respected To evaluate why personal space and boundaries are important when growing up To understand how to deal with situations in an assertive way
Spring term	External: ACET	Self Esteem	The aim of the lesson is to encourage the development of healthy self-esteem. The learning outcomes will be that pupils will be able to name their achievements,

			ambitions, personal qualities and abilities. They will understand how to respond to negative comments about themselves and how to focus on their positive attributes.
Spring term	Pastoral Team	Girls on Board	Female friendship
Spring term	Tutors	Building Stress Resilience	Effects of stress on brain and body, note the benefits of stress Adolescent brain development, particularly connections between PFC and amygdala, in the context of stress Practice effects on the brain during adolescence i.e. plasticity. Noticing worries and your body's response to stress helps you learn how best to deal with them
Spring term	External Speaker	Nutrition	
Spring term	Tutors	Identity & Community	The lesson will explain the ways that some people can be similar and others different to each other. It will then focus on how people may feel part of a community, and strategies to help individuals feel they belong in a community and help others feel they are part of it. The key theme is inclusivity.
Spring term	Head of EDIB	Hemisphere	Racial Literacy
Spring term	Learning Strategies	Neurodiversity	To have a base knowledge of neurodiversity To understand how important the right language is
Summer term	Tutors	Girls on Board	Female friendship
Summer term	Head of Biology	Puberty and reproduction	To understand the physical and emotional changes that happen to girls during puberty To know the basics of the menstrual cycle and a range of feminine protection products available To describe the main things that happen to girls during their menstrual cycle
Summer term	Online Content	Tutors	The aim of the lesson is for pupils to be aware of the risks of the online world, and what to do if they are

			exposed to anything they do not want. They will learn how they may end up unintentionally exposed to upsetting online content and what to do to avoid it, and what to do if it does happen.
Summer term	Tutors	Families	The aim is to look at different types of families, including single parents, same sex parents, blended families, adoption and fostering.

Year 8

Date	Delivery	Topic	Details
Autumn term	Learning Strategies	Neurodiversity	To have a base knowledge of neurodiversity To understand how important the right language is
Autumn term	Tutors	Consent	Identify common assumptions related to consent and explain why these are wrong. Explain the right to not give, or withdraw consent at any time and why this must be respected. Describe or demonstrate ways to avoid making assumptions related to consent, and strategies someone could use to not give, or withdraw consent.
Autumn term	Tutors	Conflict and Repair	Student will be able to; *Use appropriate assertiveness skills *Understand ways to resolve conflict *Know how to repair a relationship after conflict
Autumn term	External Speaker	Nutrition - ' Food Glorious food'	Sorting nutrition fact from fiction / media literacy, the varied roles food plays in our lives, diet culture, busting some food myths and simple practical tips the girls can take away from SAVE yourself (Structure, adequacy, variety, enjoyment), trusting one's own body and being mindful about what we see on social media.
Autumn term	Tutors	Online Financial Harms	Identify the risks associated with online spending, including in games Assess the influence of peers when making financial decisions online Evaluate the impact of algorithms, data and advertising on financial decisions online Create strategies to manage a range of influences in relation to online spending
Autumn term	Pastoral Team	Girls on Board	Female friendship

Autumn term	External Speaker: DSM Foundation	Alcohol and Drugs	About medicinal and reactional drugs Assess the risks of recreational drugs Manage influences in relation to substance use
Autumn term	Tutors	Changing thinking habits	Describe negative thinking patterns and assess their potential impact on wellbeing Evaluate strategies to help reframe negative thinking Identify ways to learn from disappointments and setbacks
Spring Term	Tutors	Types of Romantic Relationship	The lesson will explore different types of romantic relationships. This will cover heterosexual and LGBT relationships. The use of language to describe relationships will be discussed, and pupils will learn about the importance and impact of using the correct terminology.
Spring Term	External Speaker: ACET	Relationships & Sex	Identify what a healthy relationship looks like Understand how and when sex becomes relevant to a relationship.
Spring Term	Tutors	Personal Safety	
Spring Term	External Speaker: ACET	Self-Esteem & Body Image	Understand how that images portrayed in the media usually do not reflect reality. Understand the importance of building self-esteem
Spring Term	Tutors	Building Stress Resilience in early adolescent lives	
Spring Term	Head of EDIB	Hemisphere	Racial Literacy
Summer term	External Speaker: It Happens Education	Vaping	Prevalence of vaping & smoking Risks around smoking Risks around vaping The Law Influence of Peer Behaviours Where to find good information and help seeking

Summer term	External Speaker	Disability Awareness	A day in a life of a wheelchair user and amputee
Summer term	Head of Politics	UK Political Processes Equality in the UK	Introduction to the work and role of the UK Parliament Understand the UK election and voting process Describe in detail the Equality Act 2010 Evaluate the successes and challenges of the Act Evaluate if behaviour and conducts falls under the Equality Act 2010
Summer term	Tutors	Peer Pressure	Evaluate the influence of role models and become a positive role model for peers Manage peer influence in increasingly independent scenarios, such as alcohol
Summer term	Cyberbullying	Tutors	Pupils will learn about trolling, cyberbullying and harassment. This will cover relationships with friends online, but also how strangers might be involved. Pupils will be taught the impact on their wellbeing and how to prevent and respond to cyberbullies.

Year 9

Date	Delivery	Topic	Details
Autumn term	Tutors	Sleep	To learn about healthier sleep habits. Students will be able to: -explain the impact of sleep on health and wellbeing -identify factors that can reduce sleep quality -describe a range of strategies for ensuring healthier sleep patterns
Autumn term	External Speaker	Nutrition	How to make informed healthy eating choices Understand how to make independent health choices
Autumn term	Tutors	Digital Deception	Identify where, when and how to seek support if deepfake images are encountered online Explain why it is important to challenge attitudes and behaviours that can encourage deepfake images to be shared Evaluate individual and community responses to deepfake images
Autumn term	Head of Biology	Self-checking and puberty	Self-breast exams Noticing changes in their body (moles, discharge etc) but also debunking breast myths- ie normalizing differences between breasts and explaining what things can't cause cancer, like wearing a tight bra. Discharge and Vaginal Infections

Autumn term	School Nurse	First Aid	To understand the vital importance of First Aid as a lifesaving skill Know how to perform first aid, including CPR, the use of defibrillators, choking and basic treatment for common injuries To understand how to put someone in the recovery position and when to contact emergency services
Autumn term	Tutors	Drug Education - Alcohol and Cannabis	To learn about the short and long-term effects of alcohol and cannabis use on individuals.
Spring term	Head of EDIB	Hemisphere	Racial Literacy
Spring term	Tutors	Conflict Resolution	Define conflict and explain views on its negative and positive impacts. Describe a simple model of how the brain functions during conflict. Describe at least three strategies that have the effect of calming down the brain's fight or flight responses thereby reducing feelings of anger and fear.
Spring term	Tutors	Personal Safety	Identify situations where people may feel unsafe when out socialising Evaluate how to support personal safety for each other Assess how attitudes can influence actions
Spring term	External: ACET	Sexting and relationships	The aim of this lesson is to raise awareness and increase pupils' knowledge of sexting and to enable pupils to protect themselves from the dangers of sexting. The outcomes will be that pupils will be able to describe 3 potential consequences of sending a naked or indecent image of someone under 18; and can explain how best to respond to sexting situations.
Spring term	External: ACET	STIs	The aim of this lesson is to ensure pupils understand the range of STIs, their transmission, symptoms, consequences, treatment and prevention. To understand some of the benefits of waiting/delaying sex, being faithful and using a condom. The learning outcomes will be that pupils will be able to name and describe some of the main STIs and know how to prevent getting them. They will understand the risk of having multiple partners.

Summer term	Tutors	Families	Different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering Positive relationships in the home
Summer term	External Speaker	Disability Awareness	A day in a life of a wheelchair user and amputee
Summer term	Head of Biology	FGM	The lesson will explain the law in the UK regarding Female Genital Mutilation and cover the dangers associated with it. The ways to seek support and help will be outlined.
Summer term	Tutors	Values and Constructive Disagreement	To learn how people can have different perspectives about values, and how to manage having different viewpoints constructively and respectfully.
Summer term	Head of Politics	UK Political Processes Equality in the UK	Introduction to the work and role of the UK Parliament Understand the UK election and voting process Describe in detail the Equality Act 2010 Evaluate the successes and challenges of the Act Evaluate if behaviour and conducts falls under the Equality Act 2010
Summer term	Tutors	Consent is Cultural: What's Shaping Our Relationships?	Explore what consent is and why consent is informed by wider stereotypes, attitudes and behaviours. They will be introduced to the interconnectedness of consent with gender inequality through exploration of the role of gender stereotypes in shaping consent and 'choice'; gendered language; the harmful representation of 'the chase' in popular culture; objectification and experiences of sexual harassment; silencing of survivors' experiences. The talk concludes with an emphasis on the need for a collaborative movement from everyone in order to achieve equality.

Year 10

Date	Delivery	Topic	Details
Autumn term	Tutors	Making money online: Rights, risks and cryptocurrencies	Identify key consumer rights and seller responsibilities online Assess the risks of different ways of making or spending money online and explain how to minimise these Identify key features of digital assets, including recognising risks
Autumn term	Tutors	Changing thinking habits	Describe negative thinking patterns and assess their potential impact on wellbeing

			Evaluate strategies to help reframe negative thinking Identify ways to learn from disappointments and setbacks
Autumn term	External: ACET	The Media Challenge	The aim of this lesson is to equip the pupils to recognise the way the media can distort relationships and sex with a particular focus on pornography's effects on people. The learning outcomes will be that the pupils will be able to identify the distortions the media gives about sex and relationships and the distortions and effects of pornography on sex and relationships.
Autumn term	Tutors	Online safety: Understanding deepfakes and manipulated images	Explain what deepfakes are Analyse the harm deepfakes can cause someone Identify sources of support for someone who has seen or received a deepfake, or been targeted using this technology
Autumn term	External: ACET	Pregnancy and Contraception	Explain how different methods of contraception work Identify key features considered important to someone choosing an appropriate method of contraception
Spring term	External speaker	Female Health	
Spring term	Tutors	The Sleep Factor	Explain the importance of sleep for wellbeing and brain function — particularly during adolescence Explain how lifestyle choices can affect sleep quality Describe a range of strategies for ensuring appropriate sleep patterns and suggest advice for those struggling to sleep.
Spring term	Tutors	Addressing Abusive Relationships	Identify signs of different types of abuse. Describe exit strategies and identify support for abusive relationships. Identify likely thoughts and feelings which can affect decision-making and suggest how to overcome barriers to help-seeking. Explain how to help others who may be in an abusive relationship.
Spring term	External: Talk Consent	Consent	Discussed and determine what is important in a relationship. Understand how and when sex becomes relevant to a relationship. Understand of respect within relationships.

Spring term	Head of EDIB	Hemisphere	Racial Literacy
Spring term	Tutors	Substance Use - Drugs	About the impact of drugs on individuals, personal safety, families and wider communities How drugs affect decision making How to keep self and others safe in situations that involve drugs How to seek help for substance use and addiction
Spring term	External speaker: It Happens Education	Keeping Safe at Parties	A focus on what happens at parties and how to stay safe Alcohol & Vaping Illegal drugs: Cannabis & Synthetic Cannabinoids Consent & intoxication Spiking Strategies and skills & how to ask for help if things go wrong
Summer term	Tutors	Vaping	Describe what vaping is and identify common types of vape devices and their main ingredients. Explain the risks and harms associated with vaping, particularly for children and young people, and understand how these compare with the harms of smoking. Understand why some young people are tempted to try vaping, including social influences, advertising, flavours and peer pressure. Demonstrate informed decision-making by explaining why vaping is not recommended for non-smokers and U18s, and identifying ways to resist pressure to vape or smoke.
Summer term	Tutors	Gangs	To explain why some young people may want to join a gang but most do not To explain influences on decision-making about gangs To explain the risks and consequences of different gang behaviours Assess the consequences of different decisions related to gang membership
Summer term	Tutors	Understanding and Preventing Extremism	Distinguish violent extremism from legitimate behaviours in a democracy Explain the impact of extremist behaviours on individuals and communities

			Analyse strategies to reduce the influence of radicalized and extremist views among peers and within a community
Summer term	Speaker: the Head	Health Awareness	Describe the benefits of regular self-examination and screening. Understand the process of organ, blood and stem cell donation
Summer term	Head of Politics	UK Political Processes Equality in the UK	Introduction to the work and role of the UK Parliament Understand the UK election and voting process Describe in detail the Equality Act 2010 Evaluate the successes and challenges of the Act Evaluate if behaviour and conducts falls under the Equality Act 2010

Year 11

Date	Delivery	Topic	Details
Autumn term	Tutors	Taking Control of Smartphones	Why apps, games and social media are so hard to resist Why some phone activities are better for your wellbeing than others The worst type of social media platforms for mental health Whether you might be at risk of phone addiction
Autumn term	Head of Politics	UK Political Processes Equality in the UK	Introduction to the work and role of the UK Parliament Understand the UK election and voting process Describe in detail the Equality Act 2010 Evaluate the successes and challenges of the Act Evaluate if behaviour and conducts falls under the Equality Act 2010
Autumn term	Tutors	Personal Safety	
Spring term	External: ACET		
Spring term	Tutors		
Spring term	Tutors		
Spring term	Tutors		

Spring term	Tutors		

Year LVI

Date	Delivery	Topic	Details
Autumn term	External : DSM	The Party Scene	The aim of the session is to understand the consequences of substance use. They will look at how to manage the use of alcohol and drugs in various scenarios.
Autumn term	External : School Chaplain	Inclusivity, Gender & Sexuality	The pupils will learn about the Equality Act 2010, and the history of equality in the UK. The session will explain how to ensure they are respectful and inclusive of everyone in society, with an emphasis on LGBT. There will be an opportunity to ask questions.
Spring term	Tutors	Coercion and Controlling Behaviour	The aim of this lesson is to raise awareness of unhealthy attitudes and behaviours in relationships. The pupils will be able to identify coercive control is abuse and identify relationship red flags. It will highlight what to do if the pupil r a friend is in a controlling relationship
Spring term	Tutors	Culture & Diversity	The session will explain why it is important to celebrate culture and diversity in the UK. They will understand and evaluate the benefits of living in a diverse society.
Spring term	Tutors	Prejudice & Discrimination	The pupils will learn about the different types of prejudice, describe discrimination and explain what it looks like. They will evaluate the impact of prejudice and discrimination on people's lives and communities.
Spring term	Tutors	Extremism & Radicalisation	The pupils will learn to recognise and understand about extremism and radicalisation. They will look at national initiatives to reduce the risks, and when, where and how to seek help. *This is part of the Prevent Duy*
Summer term	Tutors	Online Dating	The pupils will think about how and why people date online. They will explore the risks and benefits of dating both online and offline. They will understand how to stay safe, particularly when using apps.
Summer term	Tutors	Consensual Relationships	The aim of the lesson is to reframe the discussion around consent and sexual activity as being about positivity and consideration for a partner rather than just about the

			definition of consent. They will understand the impact it can have and build empathy for victims. They will learn how we can ensure both people in a relationship/sexual situation feel comfortable and positive about engaging in something rather than just have they said "yes".
Summer term	Tutors	Importance of Family and Friends	The pupils will understand the importance of friendship and look at why making (and maintaining) friendships can be very hard. They will think about how to overcome potential barriers to make friends.
Summer term	Tutors	Critical Media Literacy Skills	The pupils will explore the influence social media can have. They will consider how to be critical of what you see online. The impact of social media and misleading information online on mental health and wellbeing will be examined.

Year UVI

Date	Delivery	Topic	Details
Autumn term	Tutor	Drugs & Alcohol	The pupils will look at the influences from friends and society relating to drugs and alcohol. They will look at the risks associated with different types of substances, and how to seek support for themselves or others if required. This session will be split into two to allow depth of exploration.
Autumn term	External: Former Alcoholic	Alcohol	A former alcoholic will share his story. This will include explaining what lead to his alcoholism, the struggles associated with it, how he got help and the successful life he now leads.
Autumn term	External: Wellbeing Consultant	Digital Usage	The session will explore the benefits of a digital detox. It will explain the importance of self-regulation, particularly in relation to social media.
Autumn term	Tutor	Culture & Diversity in the UK	The session will explain why it is important to celebrate culture and diversity in the UK. They will understand and evaluate the benefits of living in a diverse society.
Autumn term	Tutor	Safety when Traveling	The pupils will look at the potential problems to look out for when travelling. They will think about the importance of research when deciding where to go and what to book, particularly in relation to counties and their laws and cultures. The pupils will look at how to keep themselves and others safe.

Spring term	Pastoral Staff	Sexual Health	The aim of the lesson is to understand what positive sexual health is, and how it can vary from person to person. They will understand the consequences of not maintaining good sexual health. They will learn how to get help when needed, and what will happen if they seek support.
Spring term	Head of Biology	Fertility and Pregnancy	The aim of the lesson is to understand the influences on fertility throughout their life. They will understand how lifestyle can impact fertility, and how they can track their own fertility. The pupils will look at processes of IVF and how gynaecologists can help.
Spring term	External: Bold Voices	Consent	This session will explore the importance of moving away from blaming individuals for violence and acknowledge the contribution to of language, attitudes and behaviours towards gender-based violence.
Spring term	External: The Body Conversation	Body Confidence	The pupils will look at body image, what it is and what may influence it. They will evaluate how social media negatively impacts the way that we view ourselves. Ways to combat low self esteem and reframe negative thinking will be taught.

Appendix 4: By the end of primary school pupils should know (according to the statutory guidance from the Department of Education)

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	That families are important for children growing up because they can give love, security and stability The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	How important friendships are in making us feel happy and secure, and how people choose and make friends The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs Practical steps they can take in a range of different contexts to improve or support respectful relationships The conventions of courtesy and manners The importance of self-respect and how this links to their own happiness 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 respect to others, including those in positions of authority About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help What a stereotype is, and how stereotypes can be unfair, negative or destructive

	The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	That people sometimes behave differently online, including by pretending to be someone they are not That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met How information and data is shared and used online
Being safe	What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know How to recognise and report feelings of being unsafe or feeling bad about any adult How to ask for advice or help for themselves or others, and to keep trying until they are heard How to report concerns or abuse, and the vocabulary and confidence needed to do so Where to get advice e.g. family, school and/or other sources

Appendix 5: By the end of secondary school pupils should know (according to the statutory guidance from the Department of Education)

TOPIC	PUPILS SHOULD KNOW
Families	• That there are different types of committed, stable relationships • How these relationships might contribute to wellbeing, and their importance for bringing up children • 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 • That 'common-law marriage' is a myth, and cohabitants do not obtain marriage-like status or rights from living together or by having children • That forced marriage and marriage before the age of 18 are illegal • How families and relationships change over time, including through birth, death, separation and new relationships. • 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 • 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, including friendships	• About 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 • 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 • 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 • What tolerance requires, including the importance of tolerance of other people's beliefs • 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 • 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 • Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration • The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care and attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says 'yes' to doing something that doesn't automatically make it ethically okay

	• 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 • 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 • 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 • 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 and media	• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. They should also understand the difference between public and private online spaces and related safety issues • 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 • About the characteristics of social media, including that some social media accounts are fake, and/or may post things which aren't real or have been created with AI. They should also know that social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online • That keeping or forwarding indecent or sexual images of someone under 18 is a crime (even if the photo is of themselves or someone who has consented, and even if the photo was created by that child and/or using AI generated imagery). The potentially serious consequences of acquiring or generating images, indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. That sharing indecent images of people over 18 without their consent is also a crime • How to seek support. They should also understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared • 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 • 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 • That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons

	• 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 glamourise behaviours which are unhealthy and wrong • That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice • 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 • That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. That this can affect people who see pornographic content accidentally, as well as those who see it deliberately. That pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it • How information and data is generated, collected, shared and used online • That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (for example, to enable targeted advertising) • That criminals can operate online scams, such as using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion • That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. That it is important to be able to critically think about new types of technology as they appear online and how they might pose a risk
Being safe	• How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent • 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 • 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 • How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. About ways of seeking help when needed and how to report harmful behaviour. That there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. About the importance of trusting their instincts when something doesn't feel right, and they should understand that in some situations a person might appear trustworthy but have harmful intentions • 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 • That sexual harassment includes unsolicited sexual language, attention or touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting

	About concepts, laws and where to find support relating to: Sexual violence, including rape and sexual assault 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 Domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour Harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation Forced marriage 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 That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed 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 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 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	That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive 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 About sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, such as the law, their faith and family values. That kindness and care for others require more than just consent 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 That some sexual behaviours can be harmful 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 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 How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted. How risk can be reduced through safer sex (including through condom use)

	About the use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and post exposure prophylaxis (PEP), and how and where to access them. The importance of, and facts about, regular testing and the role of stigma About the prevalence of STIs, the short and long-term impact they can have on those who contract them, and key facts about treatment How the use of alcohol and drugs can lead people to take risks in their sexual behaviour How and where to seek support for concerns around sexual relationships including sexual violence or harms How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment
Mental wellbeing	• How to talk about their emotions accurately and sensitively, using appropriate vocabulary • The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness • 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 • 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 • Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully-presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions • How to critically evaluate which activities will contribute to their overall wellbeing • 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. • 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 • 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	• 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 • 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 • 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 • About the risks related to online gambling and gambling-like content within gaming, including the accumulation of debt • 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 • About the risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online • About the serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it
Physical health and fitness	• The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health • Factual information about the prevalence and characteristics of more serious health conditions • That physical activity can promote wellbeing and combat stress • The science relating to blood, organ and stem cell donation
Healthy eating	• How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease • The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease • About the impacts of alcohol on diet and unhealthy weight gain
Drugs, alcohol, tobacco and vaping	• The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health • About the law relating to the supply and possession of illegal substances • About 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 • 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 • About the physical and psychological consequences of problem-use of alcohol, including alcohol dependency • About the dangers of the misuse of prescribed and over-the-counter medicines • 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 • 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	• Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics • 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 • How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals • The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening • 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 • 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 • 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 • 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 • 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	• 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) • How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media • 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 • Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime • 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) • 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	• Basic treatment for common injuries and ailments • Life-saving skills, including how to administer CPR • The purpose of defibrillators, when one might be needed and who can use them
Developing bodies	• The main changes which take place in males and females, and the implications for emotional and physical health • The facts about puberty, the changing adolescent body, including brain development • 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 • The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women