RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSHE) POLICY

Status:	Statutory
Updated:	November 2026
Reviewed and ratified by:	Trust Board
Signed by Chair:	*Emma Hawker*
Next review date:	November 2027
Published location:	www.secat.co.uk

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Date	Version	Summary of changes
September 2026	1.0	New Trust-wide Relationships, Sex and Health Education (RSHE) Policy introduced, based on The Key model policy updated in July 2026 and reflecting revised DfE statutory RSHE guidance effective from September 2026. The policy establishes a consistent Trust-wide framework for RSHE, including curriculum delivery, parental consultation, inclusivity and SEND, use of resources and external organisations, parental rights to withdraw, staff responsibilities and governance oversight. Individual school curriculum arrangements are detailed through School Appendices.

1. Aims

The aims of relationships, sex and health education (RSHE) across the 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 to 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.
- Support the Trust's mission, vision and values, including empowering children and schools and enabling pupils to develop the knowledge, skills and values needed to thrive.

2. Statutory requirements

In our primary academies, we must provide relationships education to all pupils as required by section 34 of the Children and Social Work Act 2017. This legislation also requires us to provide relationships and sex education to all pupils at our secondary academies.

We must also teach health education.

We do not have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum, including requirements to teach science. This includes the elements of sex education contained within the science curriculum at primary level.

In teaching RSHE, we are required by our funding agreements to have regard to guidance issued by the Secretary of State, as outlined in section 403 of the Education Act 1996.

We also have regard to the legal duties set out in:

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

At SECAT, we teach RSHE as set out in this policy.

This policy has regard to the Department for Education's statutory guidance on Relationships Education, Relationships and Sex Education and Health Education.

3. Policy development

This policy has been reviewed to reflect the Department for Education's revised statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education, which applies from 1 September 2026.

In reviewing this policy, the Trust has considered relevant statutory requirements and national guidance.

Parents/carers across the Trust will be consulted on this policy and given the opportunity to provide feedback. Relevant staff and school leaders will also be given the opportunity to comment on the policy and its implementation. Feedback received through the consultation process will be considered before the policy is presented to the Trust Board for approval.

4. Definition

For the purposes of this policy:

In our primary schools, relationships and health education will:

- Teach the skills and knowledge that form the building blocks of all positive relationships.

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

Where primary schools provide sex education in addition to the content covered within the science curriculum, this will be delivered as set out in section 6 of this policy.

In our secondary school, relationships, sex and health education will:

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

5. Curriculum

Our RSHE curriculum is set out in the relevant **School Appendices** to this policy. Schools may adapt their curriculum where necessary to ensure that it remains appropriate and responsive to pupils' needs, while continuing to meet statutory requirements.

The curriculum takes into account the age, developmental stage, needs and feelings of pupils. Teaching will be developed and adapted as appropriate to ensure that the curriculum is accessible to pupils with special educational needs and/or disabilities (SEND).

Parents/carers will be consulted as part of the development and review of the Trust's approach to RSHE. The views of pupils and staff will also be considered, where appropriate.

If pupils ask questions outside the scope of this policy, teachers will respond in an age-appropriate and sensitive manner so that pupils are appropriately informed and are not encouraged to seek potentially inaccurate or inappropriate information elsewhere.

Curriculum resources and materials will be made available to parents/carers on request, in accordance with statutory guidance.

6. Delivery of RSHE

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other relevant aspects may be included within religious education (RE) and other curriculum areas.

Across the Trust, we will ensure that:

- Core knowledge is organised into units of manageable size.
- Required content is communicated clearly to pupils in a carefully sequenced way and within a planned scheme of work.
- Teaching provides sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.
- Filtering and monitoring systems do not result in unreasonable restrictions on the curriculum or prevent pupils from accessing appropriate educational content.

Primary schools

Across our primary schools, relationships education focuses on teaching the skills and knowledge that form the building blocks of positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe. This includes:

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

Health education will:

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

The DfE's statutory Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance recommends that primary schools teach sex education in Year 5 and/or Year 6, in line with content about conception and birth in the science curriculum.

Primary sex education taught in Year 5 and/or Year 6 will be taught in line with the National Curriculum for science and will focus on:

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

Any additional sex education provided by individual primary schools beyond the statutory science curriculum will be set out in the relevant School Appendix.

Throughout each year group, appropriate materials may be used to support learning, including diagrams, videos, books, games, discussions and practical activities.

Teachers will ensure that pupils' views are listened to and will encourage pupils to ask questions and engage in discussion. Questions will be answered sensitively, honestly and in an age-appropriate manner.

The programme will be designed to engage all pupils, and activities will be planned to ensure that pupils are actively involved.

Pupils will be introduced to protective and preventative content in a way that does not cause unreasonable alarm or appear to normalise risky behaviours or activities.

Teaching and materials will be appropriate for the age and needs of pupils, including pupils with special educational needs and/or disabilities (SEND).

Schools will assess pupils' understanding and progress through appropriate curriculum assessment arrangements. Formal examinations are not required for RSHE at primary level.

Further information about the curriculum delivered by individual schools is set out in the relevant **School Appendix**.

Secondary school

Within our secondary school, RSHE focuses on providing young people with the information they need to develop healthy, safe and nurturing relationships of all kinds, including:

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

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

RSHE complements several other curriculum subjects. Where appropriate, links will be made between subjects and teaching will be integrated. The RSHE curriculum will be delivered by appropriately trained Form Tutors, with teaching and resources adapted where necessary to meet the age, abilities and individual needs of pupils, including those with SEND.

Effective teaching will be participative and interactive and will provide pupils with opportunities to develop skills and to discuss and critically evaluate complex relationship scenarios. When teaching sensitive topics, teachers will use appropriate approaches, which may include distancing techniques, agreed ground rules and question boxes that allow pupils to raise issues anonymously.

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

The school will:

- Ensure that pupils are taught the facts and law relating to biological sex and gender reassignment, recognising the relevant legal rights and protections.
- Teach pupils that people with the protected characteristic of gender reassignment, as with other protected characteristics, have protection from discrimination and should be treated with respect and dignity.
- Be mindful that, beyond the facts and law relating to biological sex and gender reassignment, there is significant debate.
- Not endorse any particular view or present a contested view as fact.
- Avoid language or activities that repeat or reinforce gender stereotypes.
- Avoid suggesting that social transition is a simple solution to feelings of distress or discomfort.

Throughout each year group, appropriate materials may be used to support learning, including diagrams, videos, books, games, discussions and practical activities.

Teachers will ensure that pupils' views are listened to and encourage pupils to ask questions and engage in discussion. Questions will be answered sensitively, honestly and appropriately for the age of the pupils.

Teaching and materials will be appropriate for the age and needs of pupils, including pupils with SEND.

Schools will assess pupils' understanding and progress through appropriate curriculum assessment arrangements.

Secondary pupils will be taught what the law says about relevant topics covered through RSHE. These include, but are not limited to:

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

The secondary curriculum will continue to develop relevant knowledge taught at primary level and, in addition, cover the statutory content specified for secondary pupils.

*Further information about the curriculum is set out in the relevant **School Appendix**.*

Across all SECAT schools

We may amend curriculum content to respond to the needs and context of our pupils and to discuss issues affecting them in an age-appropriate manner. Parents/carers will be informed in advance of any significant deviation from the published curriculum, and relevant materials will be shared on request.

These areas of learning will be taught within the context of family life, taking care to ensure that children are not stigmatised because of their home circumstances. Families may include, for example, single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents/carers. Schools will also reflect sensitively that some children may have different structures of support around them, including looked-after children, young carers and children in kinship care.

Across the Trust, schools will be mindful of the law and legal requirements and will not condone or encourage illegal activity, including violence against people, criminal damage or hate crime.

6.1 Inclusivity

Our schools will teach these topics in a manner that:

- Considers how a diverse range of pupils will relate to them.
- Is accessible to pupils with SEND.
- Is sensitive to pupils' experiences.
- Enables pupils to feel safe, supported and able to engage with the key messages.

Schools will ensure that pupils learn about these topics in an environment appropriate to their needs. This may include whole-class teaching, small-group or targeted sessions, one-to-one discussions and appropriate digital formats.

Careful consideration will be given to the level of differentiation and adaptation required.

6.2 Use of resources

Schools will ensure that RSHE resources and materials are appropriately reviewed before use. In selecting and reviewing resources, schools will consider whether they:

- Are aligned with the teaching requirements set out in the statutory RSHE guidance.
- Support pupils in applying their knowledge in different contexts and settings.
- Are appropriate for the age and maturity of pupils.

- Are evidence-based and contain robust facts and statistics.
- Fit within the planned curriculum.
- Come from credible sources.
- Are compatible with effective teaching approaches.
- Are sensitive to pupils' experiences and are unlikely to cause inappropriate distress.

Schools will ensure that resources are reviewed by an appropriately senior member of staff or curriculum lead before being introduced into the RSHE curriculum.

When consulting parents/carers, schools will provide a representative sample of the resources they plan to use.

Parents/carers will be able to view all curriculum materials used to teach RSHE on request.

Parents/carers do not have a right to veto curriculum content.

When resources are shared with parents/carers, schools will comply with applicable copyright law. Where appropriate, access may be conditional on an agreement that materials will not be copied or shared further except as permitted by copyright law.

7. Use of external organisations and materials

Whilst our schools may work with external organisations to support the delivery of the RSHE curriculum, SECAT and its schools remain responsible for the curriculum content and the way in which pupils are taught.

Schools will ensure that any external organisation, speaker or materials used are accurate, appropriate to pupils' age and stage of development, unbiased and consistent with the Trust's legal duties, including those relating to political impartiality.

Our schools will:

- Carry out appropriate checks and engage with external organisations to ensure that their approach to RSHE is balanced and that their resources:
    - Are age-appropriate.
    - Are appropriate to pupils' developmental stage.
    - Are accessible to all pupils, including those with SEND.
    - Are sensitive to pupils' needs.
    - Comply with:
        - This policy.
        - The Department for Education's Teachers' Standards.
        - The Equality Act 2010.
        - The Human Rights Act 1998.
        - The Education Act 1996.
- Only work with external organisations where the school has confidence in the organisation, its approach and the resources it uses.
- Ensure that external speakers and resources support the intended outcomes of the relevant part of the curriculum.
- Review relevant case study materials and, where appropriate, seek feedback from other schools or organisations that have worked with the provider.
- Establish in advance what an external speaker intends to cover and their position on the issues being discussed.

- Review in advance any resources, materials and lesson plans that an external organisation intends to use.
- Know the identity of individuals attending the school, check the credentials of the visitor and/or organisation and follow the Trust's usual safeguarding procedures.
- Ensure that external organisations understand and agree in advance:
    - How confidentiality will operate during a session.
    - How safeguarding concerns or disclosures must be dealt with in accordance with the Trust's Child Protection and Safeguarding Policy and individual school safeguarding procedures.
- Undertake appropriate online checks and consider anything identified that may cause concern to the school or to parents/carers.
- Check the organisation's arrangements relating to photographs and the collection, processing or use of pupils' personal data.
- Ensure staff understand that they may intervene or, where necessary, stop a session if its content or delivery is inappropriate.
- Ensure that a member of school staff is present during sessions delivered by external speakers.
- Inform external organisations that curriculum materials must be capable of being made available to parents/carers in accordance with the Department for Education's statutory Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance.
- Make external curriculum materials available to parents/carers on request.
- Consult parents/carers in advance on external resources relating to biological sex and gender reassignment and make these materials available to them on request.
- Avoid materials relating to biological sex and gender reassignment that oversimplify these topics, perpetuate stereotypes or encourage pupils to question their gender.

Schools will not:

- Work with external organisations that take or promote extreme political positions.
- Use materials produced by such organisations, even where the individual material itself does not contain extreme content.
- Work with organisations that will not permit their curriculum materials to be shared with parents/carers, subject to applicable copyright requirements.

8. Roles and responsibilities

8.1 The Trust Board

The Trust Board is responsible for approving this policy and providing strategic oversight of RSHE across the Trust.

The Trust Board will ensure that:

- Pupils make progress towards achieving the expected educational outcomes.
- Teaching is accessible to all pupils, including those with special educational needs and/or disabilities (SEND).
- Curriculum content and teaching materials are aligned with statutory guidance.
- Parents/carers are provided with clear information about curriculum content, teaching materials and the use of external organisations.
- Parents/carers are informed of their right to request that their child is withdrawn from the relevant non-statutory elements of sex education.

8.2 The CEO and Executive Team

The CEO and Executive Team are responsible for:

- Supporting Headteachers to implement this policy consistently across the Trust.
- Providing oversight of the implementation of RSHE across Trust schools.
- Ensuring that schools are supported to meet statutory RSHE requirements.
- Reporting any significant issues relating to the implementation of the policy to the Trust Board.

8.3 Academy Committees

Academy Committees are responsible for monitoring the implementation of this policy at school level and providing appropriate support and challenge to school leaders.

Any significant concerns relating to the implementation of the policy will be escalated through the Trust's governance arrangements.

8.4 Headteachers

Headteachers are responsible for:

- Ensuring that RSHE is taught consistently and effectively within their school.
- Ensuring that the curriculum meets statutory requirements and is appropriate to the age and needs of pupils.
- Ensuring that appropriate resources and materials are selected and reviewed before use.
- Ensuring that curriculum resources and materials are made available to parents/carers in accordance with statutory guidance.
- Ensuring that parents/carers are appropriately consulted and informed about the school's RSHE provision.
- Managing requests from parents/carers to withdraw pupils from the relevant non-statutory elements of sex education, in accordance with section 9 of this policy.
- Ensuring that staff delivering RSHE receive appropriate support and training.

8.5 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive, high-quality and age-appropriate manner.
- Modelling positive attitudes and behaviour.
- Monitoring pupils' understanding and progress.
- Responding appropriately to the needs of individual pupils, including pupils with SEND.
- Responding appropriately where a pupil has been withdrawn from the relevant non-statutory elements of sex education.
- Using language and approaches that do not perpetuate harmful stereotypes.
- Challenging inappropriate or discriminatory attitudes and language, including sexism, misogyny/misandry, homophobia, biphobia, sexual harassment and other derogatory behaviour.
- Where misogynistic or other discriminatory ideas are expressed, challenging the ideas and addressing them appropriately.
- Reporting any safeguarding concerns or disclosures arising through RSHE to the school's **Designated Safeguarding Lead (DSL)** in accordance with the Trust's Child Protection and Safeguarding Policy.

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching any aspect of RSHE should discuss these with their Headteacher.

Individual schools will identify the member(s) of staff responsible for leading and/or delivering RSHE through their local curriculum arrangements.

8.6 Pupils

Pupils are expected to engage appropriately in RSHE and, when discussing issues relating to RSHE, to treat others with respect and sensitivity.

9. Parents' right to withdraw

Primary schools

Across our primary schools, parents/carers do not have the right to withdraw their child from relationships education or health education.

Parents/carers have the right to withdraw their child from any non-statutory sex education that is provided in addition to the content taught as part of the science curriculum.

Requests for withdrawal should be made in writing using the form at **Appendix 3** of this policy and addressed to the Headteacher.

The Headteacher will grant requests to withdraw a pupil from non-statutory sex education at primary level.

Where a pupil is withdrawn from sex education, the school will provide appropriate alternative work.

Secondary school

Within our secondary school, parents/carers have the right to request that their child is withdrawn from the non-statutory/non-science components of sex education within RSHE, up to and until three terms before the pupil turns 16.

After this point, if the pupil wishes to receive sex education rather than remain withdrawn, the school will make arrangements for the pupil to receive this teaching. The school will ensure that pupils are aware of this right.

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

Requests for withdrawal should be made in writing using the form at **Appendix 3** of this policy and addressed to the Headteacher.

A copy of the withdrawal request will be retained on the pupil's educational record. The Headteacher will discuss the request with the parent/carer, consider the circumstances and provide the school's decision in writing.

In exceptional circumstances, for example where there is a safeguarding concern or a specific vulnerability relating to the pupil, the Headteacher may refuse a request to withdraw the pupil from sex education.

Where a Headteacher is considering refusing a request for withdrawal, they will discuss the circumstances with the CEO or appropriate member of the Executive Team before a final decision is made.

Where a pupil is withdrawn from sex education, the school will provide appropriate alternative work.

10. Training

Staff involved in the delivery of RSHE will receive appropriate training and support to enable them to deliver the curriculum confidently, sensitively and effectively. Relevant training will form part of staff induction and continuing professional development, as appropriate.

Headteachers will ensure that staff delivering RSHE have access to appropriate guidance, resources and professional development.

Where appropriate, schools may seek support or training from external professionals or organisations, such as school nurses, health professionals or other suitably qualified specialists. Any external organisation or professional used will be subject to the requirements set out in **section 7 of this policy**.

11. Monitoring arrangements

The delivery of RSHE will be monitored at school level by Headteachers and relevant curriculum leaders through the school's established curriculum monitoring arrangements. This may include planning and curriculum reviews, learning walks, scrutiny of pupils' work, pupil voice and review of assessment information.

Pupils' development and progress in RSHE will be monitored by teaching staff as part of each school's internal assessment arrangements.

Academy Committees will monitor the implementation of RSHE at school level and provide appropriate support and challenge to school leaders, in accordance with section 8 of this policy.

The CEO and Executive Team will maintain oversight of the implementation of RSHE across the Trust and will report any significant issues to the Trust Board, where appropriate.

This policy will be reviewed annually, or earlier where changes to legislation or statutory guidance require it.

At every review, the policy will be approved by the Trust Board, following appropriate consultation with parents/carers in accordance with statutory requirements.

Appendix 1: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care for me	• That families are important for children growing up because they can give love, security and stability • The characteristics of safe and happy family life, such as: commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That other children's families, either in school or in the wider world, sometimes look different from their own, but they should respect those differences and know that other families are also characterised by love and care • That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up • That marriage and civil partnerships represent a formal and legally recognised commitment of 2 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

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TOPIC	PUPILS SHOULD KNOW
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships that lead to happiness and security, including: mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties • That healthy, caring and kind friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships • That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened • About managing conflict with kindness and respect, and that violence is never right • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed

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

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TOPIC	PUPILS SHOULD KNOW
Online safety and awareness	• How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met • That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child, and that this can lead to dangerous situations • That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online, including when we are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults • That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online • 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, including where pictures or words might be circulated • Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online

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TOPIC	PUPILS SHOULD KNOW
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books and resources, for example • About the concept of privacy and the implications of it for both children and adults, including that it's not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do and don't know • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust • How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult, and the vocabulary and confidence needed to do so • How to ask for advice or help for themselves or others, and to keep trying until they are heard • Where to get advice, for example from their family, school and/or other sources

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

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TOPIC	PUPILS SHOULD KNOW
Wellbeing online	• That for almost everyone the internet is an integral part of life • How to think about positive and negative aspects of the internet • How online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection • 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 • How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online • Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted • The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive • How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them • That abuse, bullying and harassment can take place online and that this can impact wellbeing • How to seek support from trusted adults • How to understand the information they find online, including from search engines, and know how information is selected and targeted • That they have rights in relation to sharing personal data, privacy and consent • Where and how to report concerns and get support with issues online

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TOPIC	PUPILS SHOULD KNOW
Physical health and fitness	• The characteristics and mental and physical benefits of an active lifestyle • The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity • The risks associated with an inactive lifestyle, including obesity • How and when to seek support including which adults to speak to in school if they are worried about their health
Healthy eating	• What constitutes a healthy diet (including understanding calories and other nutritional content) • Understanding the importance of a healthy relationship with food • The principles of planning and preparing a range of healthy meals • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)
Drugs, alcohol, tobacco and vaping	• The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches

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TOPIC	PUPILS SHOULD KNOW
Health protection and prevention	• How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer • The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn • About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing • The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils
Personal safety	• About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks • How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code
Basic first aid	• How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them • Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries
Developing bodies	• About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process • The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. That all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts • The facts about the menstrual cycle, including physical and emotional changes (while the average age of the onset of menstruation is 12, periods can start at 8, so covering this topic before girls' periods start will help them understand what to expect and avoid distress)

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Appendix 2: By the end of secondary school pupils should know

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

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TOPIC	PUPILS SHOULD KNOW
	• 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 safety and awareness	• 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

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TOPIC	PUPILS SHOULD KNOW
	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

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TOPIC	PUPILS SHOULD KNOW
	• 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

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TOPIC	PUPILS SHOULD KNOW
	○ 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

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TOPIC	PUPILS SHOULD KNOW
	• 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

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TOPIC	PUPILS SHOULD KNOW
	• 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

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TOPIC	PUPILS SHOULD KNOW
Physical health and fitness	• The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health • 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

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TOPIC	PUPILS SHOULD KNOW
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

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TOPIC	PUPILS SHOULD KNOW
	• 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

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

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

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