



WADE DEACON
HIGH SCHOOL

A COMMITMENT TO EXCELLENCE

Relationships, Sex and Health Education Policy

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A GREAT
PLACE
**TO BE A
PART OF**

Contents

1	Location and Dissemination	2
2	Basic information and statutory framework	2
3	Policy development, consultation and availability	2
4	The overall school aims and objectives	2
5	Rationale and definition	3
6	The intended learning outcomes	3
7	How we will assess this learning	3
8	Inclusion, equality and contextualisation	4
9	Pupils with special educational needs and disabilities	4
10	Topics covered and curriculum responsiveness	4
11	Parent and carer involvement and access to resources	5
12	Right to withdraw	5
13	Teaching methods and delivery	5
14	Use and quality assurance of curriculum resources	6
15	Use of external organisations and speakers	6
16	Roles and responsibilities	7
17	Training	7
18	Monitoring arrangements	7
	Appendix 1 – Curriculum Map RSHE	8
	Appendix 2 – By the end of secondary school pupils should know	12

1 Location and Dissemination

- 1.1 This document is freely available on request to the entire school community. The policy is referred to in relevant areas of the curriculum. A copy of the policy can be found on the Wade Deacon High School website. Hard copies and reasonable alternative formats, including translations where practicable, are available on request.

2 Basic Information and statutory framework

- 2.1 This policy sets out Wade Deacon High School's approach to Relationships, Sex and Health Education (RSHE) for pupils in Key Stages 3 and 4. RSHE is an integral part of the school's Personal Development curriculum and contributes directly to safeguarding, inclusion, pupils' wellbeing and preparation for life in modern Britain.
- 2.2 As a secondary school, Wade Deacon High School must provide RSHE to all pupils under section 34 of the Children and Social Work Act 2017. In teaching RSHE, the school has regard to statutory guidance issued by the Secretary of State and to the requirements of its funding agreement.
- 2.3 In implementing this policy, the school also has regard to sections 403 to 407 of the Education Act 1996, Part 6 Chapter 1 of the Equality Act 2010 and the Public Sector Equality Duty under section 149 of the Equality Act 2010. The school will have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between people.
- 2.4 This policy should be read alongside relevant school policies and procedures, including Child Protection and Safeguarding, Online Safety, Expectations for Learning, Equality, SEND and Teaching and Learning. The curriculum and policy have been reviewed to reflect the statutory RSHE guidance applying from September 2026.

3 Policy development, consultation and availability

- 3.1 The school recognises the important role of parents and carers in RSHE. This policy and the curriculum are developed and reviewed through consultation with parents/carers and, as appropriate, pupils, staff, governors and other stakeholders. The process includes consideration of relevant national and local guidance, staff and pupil feedback, parent/carer views and formal ratification by the governing board.
- 3.2 Parents and carers are informed about the policy and curriculum through the school website, Arbor and communications issued in advance of Personal Development drop-down mornings. Parents/carers may contact the school with questions or concerns and may request access to the curriculum materials used to teach RSHE.

4 The overall school aims and objectives

- 4.1 Wade Deacon High School is committed to promoting safe, healthy and respectful lives for all pupils. RSHE equips pupils with the knowledge, understanding, values and practical skills required to make informed decisions about relationships, health and wellbeing, to recognise risk, to seek help and to develop confidence and resilience. Underpinning our teaching are Wade Deacon's core commitments: respect yourself and others, give the very best of yourself and believe in yourself.
- 4.2 The aims of RSHE are to provide a safe framework for sensitive discussion; develop self-respect, confidence, empathy, kindness and integrity; promote healthy norms in relationships and health; use accurate and appropriate vocabulary; support pupils to understand their changing bodies and feelings; strengthen understanding of the relationship between physical and mental health; and reduce stigma associated with health concerns, particularly mental health.

4.3 The planned RSHE programme is designed to help pupils engage thoughtfully with moral, social, relationship and health-related issues and to develop the knowledge, skills and understanding required to live confident, healthy and independent lives. Teaching is carefully sequenced, builds on prior learning and provides well-chosen opportunities for pupils to apply knowledge to realistic situations.

4.4 Core knowledge is organised into manageable units and communicated clearly through a planned programme. Where appropriate, links are made with Science, PE, Computing/ICT, Religious Education and other curriculum areas so that pupils can connect and deepen their learning.

5 Rationale and definition

5.1 Relationships, sex and health education provides young people with the information and understanding they need to develop healthy, safe and nurturing relationships of all kinds. It focuses on respect for self and others, does not normalise early sexual experimentation, and combines factual knowledge with opportunities to explore issues, values, decision-making and personal responsibility.

5.2 RSHE includes the physical, emotional, social, moral and legal dimensions of relationships and sexual health. It addresses family life, friendships, respectful relationships, online safety, being safe, intimate and sexual relationships and sexual health. Health education builds on pupils' prior learning and supports them to understand how to protect their physical and mental wellbeing and when a health concern requires attention.

5.3 The Personal Development curriculum contributes to safeguarding by responding appropriately to national and local priorities and to themes identified through the school's pastoral and safeguarding systems. Alongside planned Personal Development provision, relevant learning is reinforced through assemblies, form time, curriculum subjects and carefully selected external organisations. Curriculum planning is also informed by appropriate contextual safeguarding intelligence, including themes arising from safeguarding and pastoral records, pupil voice, behaviour information, local safeguarding priorities and information from relevant partner agencies. Leaders use this information to identify emerging risks and determine whether curriculum content, sequencing or reinforcement should be adapted, while maintaining pupils' statutory entitlement.

6 The intended learning outcomes

6.1 By the end of Key Stage 3, pupils will have developed knowledge and skills that enable them to manage changing relationships, recognise risks to personal safety, make informed and safe decisions, seek help and support, understand diversity and prejudice, manage peer pressure, develop healthy self-esteem and sustain respectful relationships.

6.2 Pupils will develop age-appropriate knowledge of physical and emotional development, healthy lifestyles, mental wellbeing, drugs and alcohol, reproduction and puberty, online interactions, sexual health, the law relating to young people and sources of reliable advice and support.

6.3 By the end of Key Stage 4, pupils will further develop their understanding of healthy and unhealthy relationships, consent, sexual health, contraception, pregnancy, marriage and civil partnerships, the influence of media and pornography, online safety, professional health advice, identity and values, exploitation, harmful behaviour and the legal framework relevant to relationships and sexual behaviour.

6.4 The curriculum will ensure that pupils learn, at an age-appropriate point, about the law in relation to topics including marriage and forced marriage; civil partnerships; consent and the age of consent; domestic abuse; stalking; rape and sexual offences; female genital mutilation (FGM); virginity testing and hymenoplasty; sexual abuse, harassment and exploitation; public sexual harassment; harmful sexual behaviour; pornography; abortion; protected characteristics; and the age of criminal responsibility.

6.5 Online safety teaching will include image and information sharing, the making or sharing of nude and semi-nude images, AI-generated sexual imagery and deepfakes, online sexual harassment and abuse, grooming

and sextortion. Pupils will be taught the relevant law, how to recognise unsafe or abusive behaviour and how and where to seek help.

7 How we will assess this learning

- 7.1 Assessment in RSHE is used to identify pupils' developing knowledge and understanding, inform curriculum planning and evaluate the effectiveness of provision. Pupils do not pass or fail RSHE; they are supported to reflect on learning, consider how knowledge applies to real-life contexts and identify appropriate strategies for keeping themselves and others safe and healthy.
- 7.2 Assessment approaches include questioning, discussion, group work, peer and self-assessment, Personal Development books and drop-down morning booklets, pupil voice, surveys and questionnaires. Leaders use this evidence to identify misconceptions, gaps in knowledge and emerging needs and to refine curriculum provision.

8 Inclusion, equality and contextualisation

- 8.1 RSHE will be taught in a manner that is sensitive to pupils' experiences, reflects the diversity of the school community and enables pupils to feel safe, supported and able to engage with key messages. Ground rules will be established and revisited when sensitive topics are taught. Teaching will be adapted according to age, developmental stage, maturity, cultural and religious needs and individual circumstances, while ensuring pupils receive their statutory entitlement.
- 8.2 Pupils will learn about equality, respect, the protected characteristics and protections from discrimination under the Equality Act 2010. Teaching will avoid language and activities that reinforce harmful stereotypes and will promote respect and dignity for all pupils.
- 8.3 When teaching about biological sex and gender reassignment, the school will teach the facts and the law accurately and, in an age-appropriate way. Pupils will understand that the Equality Act 2010 provides protection from discrimination in relation to gender reassignment, as it does for other protected characteristics. Teaching will recognise that, beyond the facts and the law, there is significant debate and the school will not endorse a particular contested view as fact. Teaching will not present social transition as a simple solution to feelings of distress or discomfort and will avoid activities that reinforce gender stereotypes.
- 8.4 Teaching about family life will not stigmatise pupils because of their home circumstances. The curriculum will reflect sensitively the range of family and support structures pupils may experience, including single-parent families, same-sex parents, families headed by grandparents, adoptive and foster families, looked-after children, young carers and kinship care.

9 Pupils with special educational needs and disabilities

- 9.1 Pupils with SEND have the same entitlement to high-quality RSHE as their peers. The school will ensure that teaching is accessible and will give careful consideration to the level of differentiation, adaptation and additional support required. Depending on need, learning may take place through whole-class teaching, small-group or targeted sessions, one-to-one discussion or appropriate digital formats.
- 9.2 Teaching Assistants and other appropriate staff may support individual pupils where required. Pupils with SEND will not be withdrawn from RSHE in order to catch up on other curriculum subjects, as the knowledge and skills taught through RSHE are important to their safety, wellbeing and preparation for adulthood.

10 Topics covered and curriculum responsiveness

- 10.1 Full curriculum details, including key content and themes can be found in Appendix 1. The school may adapt curriculum content to respond to the needs and context of pupils and to address emerging issues in an age-

appropriate manner. Where provision deviates materially from the published curriculum, parents and carers will be informed in advance and relevant materials will be made available on request.

- 10.2 Across the curriculum, teaching will be mindful of the law and legal requirements and will not condone or encourage illegal activity, including violent action against people, criminal damage or hate crime.

11 Parent and carer involvement and access to resources

- 11.1 Wade Deacon High School is committed to constructive partnership with parents and carers. Parents/carers will be consulted when the RSHE policy is developed or reviewed and will receive clear information about subject content, teaching materials and the involvement of external providers. Their views will be considered as part of curriculum review; however, parents/carers do not have a right to veto statutory curriculum content.
- 11.2 Parents/carers are able to view all curriculum materials used to teach RSHE on request. When materials are shared, the school will comply with applicable copyright law and may require recipients to agree that materials will not be copied or shared further except where authorised by copyright law.
- 11.3 Where consultation takes place about resources, the school will provide a representative sample of the materials it plans to use. Regular information about RSHE will continue to be shared through the school website, Arbor and other appropriate communications, including information issued before Personal Development drop-down mornings.

12 Right to withdraw

- 12.1 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 them to do so and will ensure pupils know that this option is available.
- 12.2 Parents/carers do not have the right to withdraw their child from relationships education or health education, nor from content taught as part of the Science curriculum, including science content relating to puberty or sexual reproduction.
- 12.3 Requests for withdrawal should be made in writing and addressed to the Executive Principal. A copy of the request will be placed on the pupil's educational record. The Executive Principal, or an appropriately designated senior leader, will discuss the request with the parent/carer, consider the pupil's circumstances and provide the decision in writing.
- 12.4 In exceptional circumstances, for example where there is a safeguarding concern or a specific vulnerability, the Executive Principal may refuse a request for withdrawal from sex education. Where a pupil is withdrawn, appropriate alternative work will be provided and the pupil will continue to be able to seek advice or support from an appropriate member of staff.

13 Teaching methods and delivery

- 13.1 RSHE will be delivered through high-quality, participative and interactive teaching in line with the school's Teaching and Learning policy or specific providers approach. Sensitive topics will be taught using appropriate strategies such as distancing techniques, clear ground rules and, where helpful, anonymous question boxes. Teachers will listen to pupils' views and answer questions sensitively, honestly and in an age- and stage-appropriate manner.
- 13.2 The school will ensure that teaching does not normalise risky behaviour and that protective and preventative content is introduced without causing unreasonable alarm. Filtering and monitoring arrangements will be managed so that inappropriate over-blocking does not create unreasonable restrictions on the teaching of required RSHE content.

- 13.3 The RSHE programme is delivered through the wider Personal Development curriculum. Personal development opportunities are also reinforced through academic subjects so that pupils can make connections between different areas of learning.
- 13.4 Key Stage 3 provision includes:
- Fortnightly Personal Development lessons;
 - Extended Personal Development drop-down mornings (4 sessions x 3 hours per academic year);
 - Form-time activities;
 - Themed assemblies across the academic year;
 - Cross-curricular activities and planned or responsive curriculum links;
 - Theme of the Week;
 - Appropriately quality-assured external organisations and professionals, including school nurses, the Mental Health Support Team, KOOTH and sexual health professionals.
- 13.5 Key Stage 4 provision includes:
- Extended Personal Development drop-down mornings (4 sessions x 3 hours per academic year);
 - Form-time activities;
 - Themed assemblies across the academic year;
 - Cross-curricular activities and planned or responsive curriculum links;
 - Theme of the Week;
 - Appropriately quality-assured external organisations and professionals, including school nurses, the Mental Health Support Team, KOOTH and sexual health professionals.
- 14 Use and quality assurance of curriculum resources**
- 14.1 All RSHE resources will be formally considered before use. Leaders will consider whether materials align with statutory RSHE requirements; are age- and developmentally appropriate; are accessible to pupils with SEND; are evidence-based and use robust facts and statistics; come from credible sources; fit the planned curriculum; support effective teaching; and are sensitive to pupils' experiences without unnecessarily provoking distress.
- 14.2 Wade Deacon High School uses high-quality resources, including materials from the PSHE Association, NSPCC learning, Brook and other credible or government-endorsed sources. Resources will be adapted where appropriate to meet the needs of Wade Deacon pupils while maintaining factual accuracy and statutory coverage.
- 15 Use of external organisations and speakers**
- 15.1 The school may work with external organisations to support RSHE delivery; however, Wade Deacon High School remains responsible for the curriculum content, the materials used and the way pupils are taught. External provision must be accurate, unbiased, age- and stage-appropriate, accessible, sensitive to pupils' needs and consistent with this policy and the school's legal duties, including political impartiality.
- 15.2 Before an external organisation or speaker is used, the school will undertake proportionate checks. These will include reviewing the organisation's approach and proposed resources, confirming the intended curriculum outcomes, considering feedback or case-study materials, checking the credentials of named visitors, reviewing relevant online information, and ensuring normal safeguarding procedures are followed.
- 15.3 The school will ask to see lesson plans and materials in advance and will establish what the visitor intends to say and their position on relevant issues. Visitors must understand the school's expectations regarding confidentiality, safeguarding disclosures, photography and personal data. A member of school staff will remain present during sessions and may intervene or stop a session where necessary.

15.4 External organisations will be informed that curriculum content must be capable of being shared with parents and carers. The school will not work with organisations that promote extreme political positions, use materials produced by such organisations, or use providers that will not permit their materials to be shared with parents/carers in accordance with the school's legal obligations.

15.5 The school will avoid resources that oversimplify biological sex and gender reassignment, reinforce stereotypes or encourage pupils to question their gender.

16 Roles and responsibilities

16.1 The governing board will approve this policy, hold the Executive Principal to account for its implementation and assure itself that pupils make progress towards the expected educational outcomes; teaching is accessible to pupils with SEND; curriculum content and materials align with statutory guidance; and parents/carers receive clear information about curriculum content, teaching materials, external providers and the right to request withdrawal from sex education.

16.2 The Executive Principal is responsible for ensuring that RSHE is taught consistently across the school, that resources and materials are made available to parents/carers on request and that requests for withdrawal are managed in accordance with this policy.

16.3 The Senior Leader of Care, Guidance and Support is responsible for the strategic leadership, curriculum oversight, quality assurance and ongoing development of RSHE, working with other senior leaders, pastoral leaders and curriculum colleagues.

16.4 Staff delivering RSHE are responsible for delivering it sensitively and to a high standard; modelling positive attitudes and behaviour; monitoring learning; responding to individual needs; using language that does not perpetuate harmful stereotypes; challenging discriminatory or misogynistic ideas appropriately; and reporting any safeguarding concern or disclosure arising from RSHE immediately in accordance with the school's safeguarding procedures to the Designated Safeguarding Lead (DSL).

16.5 Staff do not have a right to opt out of teaching RSHE. Any member of staff who has concerns about teaching particular content should raise these with an appropriate senior leader so that suitable support and guidance can be provided.

16.6 Pupils are expected to engage fully with RSHE and to treat others with respect and sensitivity when discussing issues covered by the curriculum.

17 Training

17.1 Staff are trained in the delivery of RSHE through induction and continuing professional development. Before sensitive Personal Development content is delivered, staff are given opportunities to review resources, consider potentially difficult questions and seek advice from leaders. The Senior Leader of Care, Guidance and Support provides additional support where staff wish to discuss particular topics or the needs of individual pupils.

17.2 Where appropriate, external professionals such as school nurses and sexual health professionals may contribute to staff training and curriculum development, subject to the same quality-assurance expectations applied to external provision for pupils.

18 Monitoring arrangements

18.1 The delivery and impact of RSHE are monitored by Mrs N. Harrison, Senior Leader of Care, Guidance and Support, and Ms J. Gallagher, Vice Principal, through learning walks, pupil voice, staff voice, review of assessment evidence and quality assurance of curriculum resources and external provision.

- 18.2 Monitoring will consider curriculum coverage and sequencing, the quality and appropriateness of resources, accessibility for pupils with SEND, pupils' knowledge and understanding, and whether provision remains responsive to emerging safeguarding, pastoral and contextual needs.
- 18.3 This policy will be reviewed annually by Mrs N. Harrison, Senior Leader of Care, Guidance and Support. At each review, the policy will be submitted to the governing board for approval.

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Appendix 1 – Curriculum Map RSHE

Our Relationships, Sex and Health Education (RSHE) curriculum is carefully sequenced from Year 7 to Year 11 so that pupils revisit important themes at an age-appropriate level and progressively develop the knowledge, understanding and skills they need to form healthy relationships, keep themselves and others safe, protect their physical and mental health and prepare for adult life. The table below provides parents and carers with an overview of the principal content covered during each dedicated RSHE/Personal Development session. Teaching is adapted appropriately to pupils' age, maturity and needs.

Year / Session	Topic	What pupils will learn	Key vocabulary
Year 7 – October	Healthy Relationships, Boundaries and Online Safety	Pupils explore what makes relationships and friendships healthy, including trust, respect, honesty, equality, consent and personal boundaries. They learn to recognise unhealthy or manipulative behaviour and consider how these principles apply online. Online safety includes privacy, grooming, location sharing, pressure to share images, false identities, Artificial Intelligence (AI), deepfakes and misleading or manipulated online content. Pupils also learn how to block, report and seek help.	relationship; friendship; respect; trust; honesty; boundary; consent; privacy; manipulation; grooming; digital footprint; Artificial Intelligence (AI); deepfake; misinformation; disinformation
Year 7 – February	Friendships, Bullying, Cyberbullying and Support	Pupils learn about bullying and cyberbullying, harassment, harmful language and the impact of online behaviour. They explore the difference between disagreement, conflict, banter and bullying and consider the role of bystanders. Pupils learn how to respond safely, preserve evidence, report concerns, seek support and manage changes within friendships respectfully.	bullying; cyberbullying; harassment; banter; conflict; power imbalance; bystander; blackmail; evidence; reporting; support
Year 7 – April	Equality, Diversity, Discrimination and Emotional Wellbeing	Pupils explore equality, diversity and inclusion and learn the difference between stereotypes, prejudice and discrimination. They consider racism, disability discrimination, homophobia, sexism and misogyny and how attitudes and language can contribute to discrimination. Pupils also develop strategies for kindness, empathy, emotional wellbeing and safely challenging discriminatory behaviour.	equality; diversity; inclusion; protected characteristic; stereotype; prejudice; discrimination; racism; disability; homophobia; sexism; misogyny; mindfulness
Year 7 – July	Families, Puberty, Healthy Development and Personal Safety	Pupils learn about different families and how family relationships can change. They explore physical and emotional changes associated with puberty, including menstruation and menstrual wellbeing, hygiene, sleep and healthy routines. Pupils learn when and how to seek advice about development. The session also reinforces personal safety and water safety, racism, diversity and inclusion.	family; committed relationship; separation; puberty; adolescence; menstruation; menstrual cycle; hygiene; hormones; racism; diversity; inclusion; water safety
Year 8 – October	Loneliness, Hate Crime, Protected Characteristics and Equality	Pupils learn about loneliness, belonging and the importance of positive relationships and inclusion. They explore prejudice, discrimination, hate crime and online hate and learn how concerns can be reported. Pupils learn about the nine protected characteristics within the Equality Act 2010 and consider equality, dignity and respect. This includes age-appropriate factual and legal information relating to sex, sexual orientation and gender reassignment, alongside same-sex relationships, stereotypes and challenging homophobic and biphobic language.	loneliness; belonging; equality; Equality Act 2010; protected characteristic; age; disability; gender reassignment; marriage or civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation;

			heterosexual; lesbian; gay; bisexual; same-sex relationship; stereotype; prejudice; discrimination; homophobia; biphobia; hate crime; dignity; respect
Year 8 – February	Relationship Values, Healthy Relationships and Domestic Abuse	Pupils consider the values and behaviours associated with healthy relationships, including trust, communication, equality, consent and boundaries. They learn about domestic abuse and coercive control and how controlling behaviours can appear within relationships. Pupils also learn about sexual harassment and Harmful Sexual Behaviour (HSB), including unwanted touching, sexualised comments and image-based abuse, and how to report concerns.	values; boundary; consent; healthy relationship; coercion; coercive control; domestic abuse; sexual harassment; Harmful Sexual Behaviour (HSB); image-based abuse
Year 8 – April	Criminal Exploitation, County Lines, Knife Crime and Serious Violence	Pupils learn how children can be groomed and exploited through Child Criminal Exploitation (CCE) and county lines. They consider the risks and consequences associated with gangs, knives and serious violence and how peer influence can affect decision-making. Pupils learn to recognise warning signs of exploitation and how gifts, money, friendship, threats or coercion can be used to control someone.	grooming; exploitation; Child Criminal Exploitation (CCE); county lines; coercion; gang; peer influence; knife crime; serious violence
Year 8 – July	Drugs, Vaping, Consent, Contraception and Female Genital Mutilation	Pupils learn about risks associated with drugs, nicotine and vaping, including dependency, peer influence and marketing. They develop their understanding of consent, personal boundaries and age-appropriate contraception. Pupils learn that Female Genital Mutilation (FGM) is illegal, harmful and a form of child abuse and know how concerns can be reported. The importance of vaccination and immunisation is also introduced.	nicotine; vaping; addiction; dependency; consent; contraception; bodily autonomy; Female Genital Mutilation (FGM); vaccination; immunisation
Year 9 – October	Personal Responsibility, Grooming and Criminal Exploitation	Pupils consider personal and criminal responsibility and how decisions can affect themselves and others. They develop their understanding of grooming, Child Criminal Exploitation (CCE), county lines and coercion. Pupils explore how social media and gaming can be used for grooming and recruitment, including exposure to extremist influences, and learn how to recognise, disengage from and report exploitation.	responsibility; consequence; grooming; Child Criminal Exploitation (CCE); county lines; coercion; manipulation; joint enterprise; radicalisation; extremism
Year 9 – February	Drugs, Substance Misuse and Sexual Consent	Pupils learn about physical and mental-health risks associated with drugs, including ketamine, alcohol, nicotine and misuse of medicines. They consider dependency, tolerance, mixing substances and influences on decision-making. Pupils also develop their understanding of sexual consent, including freedom, capacity, coercion and withdrawal of consent, relevant sexual offences and victim-blaming myths.	ketamine; drug; dependency; tolerance; prescription medicine; consent; capacity; coercion; sexual assault; rape; victim blaming
Year 9 – March	Sexual Health, Sexual Images and Sextortion	Pupils develop age-appropriate knowledge of sexual health, including readiness, contraception, condoms, Sexually Transmitted Infections (STIs), testing and accessing services. They consider how pornography can affect expectations about relationships and sex. Pupils learn about sexual images, image-based abuse,	contraception; condom; Sexually Transmitted Infection (STI); pornography; intimate image;

		sextortion, fake accounts, AI-generated sexual imagery and deepfakes and how to report concerns and seek help.	image-based abuse; sextortion; Artificial Intelligence (AI); deepfake
Year 9 – July	Body Image, Self-Harm, Eating Disorders and Anxiety	Pupils consider how body image, social comparison and online content can affect wellbeing. They develop a safe, age-appropriate understanding of self-harm and eating disorders, focusing on recognising concerns and accessing support. Pupils also learn about anxiety, depression, healthy coping strategies and when support from trusted adults or professionals may be needed.	body image; social comparison; self-harm; eating disorder; anxiety; depression; mental health; recovery; professional support
Year 10 – October	First Aid, CPR and Emergency Response	Pupils develop practical knowledge of first aid and responding safely to emergencies. They learn how to assess immediate danger, summon appropriate help and respond to common injuries. Pupils learn about cardiac arrest, Cardiopulmonary Resuscitation (CPR) and the purpose and use of an Automated External Defibrillator (AED).	first aid; emergency; Cardiopulmonary Resuscitation (CPR); cardiac arrest; Automated External Defibrillator (AED); defibrillation; emergency services
Year 10 – February	Mental Wellbeing and Committed Relationships	Pupils develop their understanding of anxiety, depression and factors that protect mental wellbeing. They learn how to recognise deterioration in mental health, access appropriate help and understand principles of safe suicide prevention. Pupils also explore marriage, civil partnerships and cohabitation, their legal implications, forced marriage and harmful practices such as virginity testing and hymenoplasty.	mental wellbeing; anxiety; depression; protective factor; suicide prevention; marriage; civil partnership; cohabitation; common-law marriage; forced marriage; virginity testing; hymenoplasty
Year 10 – March	Intimacy, Pornography, Misogyny and Violence Against Women and Girls	Pupils explore healthy intimacy, readiness, communication, equality, mutual respect and ongoing consent. They critically consider pornography and its potential influence on expectations about bodies, sex, gender, power and consent. Pupils also learn about misogyny, sexual harassment and Violence Against Women and Girls (VAWG), including harmful online influences and ideologies.	intimacy; pleasure; enthusiastic consent; mutuality; sexual ethics; pornography; objectification; misogyny; Sexual Violence and Sexual Harassment (SVSH); Violence Against Women and Girls (VAWG); incel; manosphere
Year 10 – July	Mental Fitness and Healthy Coping	Pupils develop their understanding of mental wellbeing and how mental health can improve or deteriorate. They explore the relationship between sleep, physical activity, nutrition, alcohol and other substances and mental wellbeing. Pupils evaluate healthy and unhealthy coping strategies and learn how to protect their wellbeing, support others and recognise when professional help is needed.	mental fitness; mental wellbeing; resilience; coping strategy; stress; sleep; physical activity; nutrition; substance use; professional support
Year 11 – October	Independent Healthcare and Medical Decision-Making	Pupils prepare for increasing independence in managing their health. They learn when and how to access services including a General Practitioner (GP), pharmacy, NHS 111, Accident and Emergency (A&E), emergency services and sexual-health services. They learn about medical confidentiality, consent, capacity and Gillick	healthcare; General Practitioner (GP); pharmacy; National Health Service (NHS); NHS 111; Accident and Emergency (A&E); confidentiality; medical consent; capacity; Gillick competence

		competence and practise making appointments, describing symptoms, asking questions and identifying reliable health information.	
Year 11 – February	Screening, Gynaecological Health and Adult Sexual Relationships	Pupils learn about recognising changes in their bodies and appropriate health screening, including breast/chest, testicular and skin awareness, Human Papillomavirus (HPV) and cervical screening. They develop knowledge of menstrual and gynaecological health, including Premenstrual Syndrome (PMS), heavy bleeding, endometriosis and Polycystic Ovary Syndrome (PCOS), and when to seek medical advice. Pupils also revisit consent, contraception and STI testing within adult relationships.	screening; Human Papillomavirus (HPV); cervical screening; testicular health; Premenstrual Syndrome (PMS); endometriosis; Polycystic Ovary Syndrome (PCOS); contraception; Sexually Transmitted Infection (STI); capacity
Year 11 – March	Pregnancy Choices, Parenthood, Gambling and Stalking	Pupils learn factually about pregnancy choices, including continuing a pregnancy and parenting, adoption and abortion, and where impartial professional advice can be obtained. They consider pre-conception health, folic acid, healthy pregnancy, pregnancy loss, fertility, In Vitro Fertilisation (IVF), donor conception and parental responsibility. Pupils also explore gambling and gambling-related harm, including loot boxes, before learning to recognise harassment, stalking, digital monitoring and technology-facilitated abuse and how to seek support.	pregnancy; abortion; adoption; fertility; pre-conception; folic acid; miscarriage; In Vitro Fertilisation (IVF); parental responsibility; reproductive coercion; gambling; probability; loot box; addiction; harassment; stalking; digital monitoring

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 • 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

TOPIC	PUPILS SHOULD KNOW
	• 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 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

TOPIC	PUPILS SHOULD KNOW
	• 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

TOPIC	PUPILS SHOULD KNOW
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

TOPIC	PUPILS SHOULD KNOW
	• 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

TOPIC	PUPILS SHOULD KNOW
	• 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

TOPIC	PUPILS SHOULD KNOW
	• 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

TOPIC	PUPILS SHOULD KNOW
	• 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 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

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