



BORDEN GRAMMAR SCHOOL

Relationships and Sex Education Policy (RSE)

Date Drawn up	March 2011
Date last revised	January 2024
Drawn up / Revised by	MB
Date Ratified by Trustees (Standards Committee)	January 2024
Designated Safeguarding Lead	Mrs M Brooker (AHT KS4)
Head of Personal Development (PD)	Mrs Mahoney
Frequency of Review	3 Yearly
Next Review Date	January 2027

Contents

Relationships and Sex Education Policy (RSE)

	Page no
1. Aims	3
2. Statutory Requirements	3
3. Policy Development	3
4. Definition	3
5. Curriculum (and see Appendix 1)	4
6. Delivery of RSE	4
7. Roles and Responsibilities	5
8. Parents' right to withdraw	6
9. Monitoring and Evaluation of RSE	6
Appendix 1: RSE Curriculum	7
Appendix 2: By the end of Secondary school pupils should know	11
Appendix 3: Parent for: withdrawal from sex education within RSE	13

Relationships and Sex Education Policy (RSE)

for Borden Grammar School

1. Definition

- a. The DfE definition of sex and relationships education is ‘the lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health’ (DfE ‘Sex and Relationship Guidance’, 2000).
- b. The current terminology has been changed from ‘Sex and Relationships Education’ to ‘Relationships and Sex Education’ in recognition of the foundational importance of positive and healthy relationships to the understanding of sex education. This change in terminology is reflected in the government’s most recent guidance (*Department for Education, “Policy Statement: Relationships Education, Relationships and Sex Education and Personal, Social, Health and Economic Education” March 2017*) outlining the statutory duty of schools to educate on this aspect of the curriculum.
- c. RSE is therefore about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity at developmentally appropriate levels across different years. To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy (‘RSE Statutory Guidance’)
- d. RSE involves a combination of sharing information, and exploring issues and values in a safe and inclusive environment. RSE is not about the promotion of sexual activity.

2. Aims

The aims of relationships and sex education (RSE) at our school are to:

- a. Provide a framework in which sensitive discussions can take place
- b. Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- c. Help pupils develop feelings of self-respect, confidence and empathy
- d. Create a positive culture around issues of sexuality and relationships
 - Teach pupils the correct vocabulary to describe themselves and their bodies

3. Statutory Requirements

- a. As a secondary grammar school academy we must provide RSE to all pupils as per section 34 of the Children and Social work act 2017.
- b. In teaching RSE, 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. At Borden Grammar School we teach RSE as set out in this policy.

4. Policy Development

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

- a. Review — a member of staff or working group pulled together all relevant information including relevant national and local guidance
- b. Staff consultation — all school staff given the opportunity to look at the policy and make recommendations.
- c. Parent/stakeholder consultation — parents and any interested parties' views were invited to share their views and thoughts about the policy.
- d. Pupil consultation — student voice sought to identify what exactly pupils want from their RSE.
- e. Ratification - once amendments were made, the policy was shared with Trustees and ratified.

5. Curriculum

Our curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary depending on changing guidance and logistical factors.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, stage, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

6. Delivery of RSE

- a. RSE is taught within the Personal Development (PD – which includes the Personal, social, health and economic (PSHE) education curriculum). Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious studies (RS), IT and PE lessons. Provision is also added to through visiting school nurses, extensive tutor support, general pastoral support, assemblies and events such as LGBTQ – what event?, Anti Bullying etc.
- b. RSE will be delivered in the context of respect for all, the use of an accepted terminology, avoidance of personal stories or comments and sensitivity.

7. Content of RSE

- a. RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:
 - Families
 - Respectful relationships, including friendships
 - Online and media
 - Being safe
 - Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendices 1 and 2.

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

8. Inclusion and Equality

We intend that our policy should enable all pupils to be included, irrespective of their cultural background, special educational needs or sexual orientation.

- a. *Ethnic and Cultural Groups*: We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.
- b. *Students with Special Needs*: We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.
- c. *Sexual Identity and Sexual Orientation*: We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality need to feel that sex and relationship education is relevant to them.

9. Roles and Responsibilities

9.1 The Board of Trustees

The board of trustees will approve the RSE policy, and hold the Headteacher to account for its implementation.

9.2 The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing request to withdraw pupils from (non-statutory/non-science) components of RSE (see section 8).

9.3 Staff

Staff are responsible for:

- a. Delivering RSE in a sensitive way
- b. Modelling positive attitudes to RSE
- c. Monitoring progress
- d. Responding to the needs of individual pupils
- e. Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/nonscience] components of RSE
- f. Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

9.4 Pupils

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

10. Parents' right to withdraw

- a. Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE up to and until 3 terms before the child turns

16. After this point, if a student wishes to receive sex education rather than being withdrawn, the school will arrange this.
- b. Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher.
 - c. A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and take appropriate action.
 - d. Alternative work will be given to pupils who are withdrawn from sex education.

11. Monitoring and Evaluation of RSE

- a. The delivery of RSE is monitored by the Assistant Headteacher and Head of Personal Development through:
 - i. Planning scrutinies, learning walks and student voice
 - ii. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems, and are used to ensure all pupils gain a sound knowledge of all areas
 - iii. Monitoring of incidents relating to RSE matters
 - iv. Parental feedback

12. Review

- a. This policy will be reviewed every 3 years (or as needed).
- b. At every review the policy will be approved by the Headteacher, Trustees, Pastoral and Curriculum Committee – overseeing, reviewing and organising the revision of the RSE policy.

RSE Curriculum

TOPIC	PUPILS SHOULD KNOW	Where?	When?
Families	<ul style="list-style-type: none"> • that there are different types of committed, stable relationships. • how these relationships might contribute to human happiness and their importance for bringing up children. • what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. • why marriage is an important relationship choice for many couples and why it must be freely entered into. • the characteristics and legal status of other types of long-term relationships. • the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. • how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed. 	PD	Year 7 Term 2 – Healthy Relationships Year 8 Term 1 – Family; roles and responsibilities Year 9 Term 1 – Changing attitudes to sex and relationships, Teen pregnancy: Impact Year 10 Term 1 – Consent Year 11 Term 1 – Revenge Porn
		RS	Year 7, 8 and 9 – Marriage in Judaism (Year 7 Term 3), Christianity (Year 8 Term 2), Hinduism (Year 8 Term 4), Sikhism (Year 8 Term 6) and Islam (Year 9 Term 4) Year 10 (option only) – Christianity Practices unit Year 11 – Relationships and Families unit
		Form time	
Respectful relationships, including friendships	<ul style="list-style-type: none"> • the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). 	PD	Year 7 Term 2 – My values, Our values, Healthy Relationships, Right and wrong, Term 2 - FBV lessons on Respect, Term 3 - Staying Safe Online Year 8 Term 1 – Family; roles and responsibilities, Term 2 – FBV lessons on Respect and Rule of Law, Term 3 – Sexting and upskirting, Term 3 – My words, my deeds which is a unit of work that examines the Stonewall resource FIT focussing on challenging Stereotypes around Gender and Sexuality Year 9 Term 1 – Changing attitudes to sex and relationships,

	<ul style="list-style-type: none"> • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. • that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. • what constitutes sexual harassment and sexual violence and why these are always unacceptable. • the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal. 		<p>Teen pregnancy: Impact, Term 4 – Healthy and unhealthy relationships which focusses on domestic abuse and coercive control</p> <p>Year 10 Term 1 – Consent, Term 4 – Gareth Thomas vs Homophobia</p> <p>Year 11 Term 1 – Revenge Porn, Term 4 Emily Attack 'Asking for it' which examines sexting, stereotypes, misogyny and prejudice</p>
		RS	<p>Year 9 Term 3 and 4 – Islam, documentaries which challenge stereotypes</p> <p>Year 11 (option only) – exemptions in the Law from the equality act for example employment and marriage</p>
		Form time	
Online and Media	<ul style="list-style-type: none"> • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. • not to provide material to others that they would not want 	PD	<p>Year 7 – Term 3 Staying Safe Online</p> <p>Year 8 – Term 3 – Sexting and upskirting</p> <p>Year 10 Term 6 – Revenge Porn</p> <p>Year 11 Term 4 – Emily Attack 'Asking for it' explores how to get support and the law.</p>

	<p>shared further and not to share personal material which is sent to them.</p> <ul style="list-style-type: none"> • what to do and where to get support to report material or manage issues online. • the impact of viewing harmful content. • that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. • how information and data is generated, collected, shared and used online. 	ICT	Year 7 and 8 Term 1 - Rights and responsibilities, online risks, risks with sharing material, support to report and manage online material, information gathering and sharing online, laws and grooming
		Form time	All years – Internet Safety Week
Being Safe	<ul style="list-style-type: none"> • the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. • how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online). 	PD	<p>Year 9 Term 1 – Changing attitudes to sex and relationships, Term 4 – Healthy and Unhealthy relationships</p> <p>Year 10 Term 1 – Consent</p> <p>Year 11 Term 1 – Revenge Porn</p>
		Form time	

Intimate and Sexual Relationships, including sexual health	<ul style="list-style-type: none"> • how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. • that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. • the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. • that they have a choice to delay sex or to enjoy intimacy without sex. • the facts about the full range of contraceptive choices, efficacy and options available. • the facts around pregnancy including miscarriage. • that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). • how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. • about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. 	PD	Year 7 Term 1 – My values and Our values, Right and wrong, Term 2 – Healthy Relationships Year 8 Term 1 – Family; roles and responsibilities Year 9 Term 1 – Changing attitudes to sex and relationships, Contraception, STIs and STDs, Teen pregnancy: Impact Year 10 Term 1 – Consent, Term 3 – Pregnancy and miscarriage, Fertility, Testicular Health Year 11 Term 1 – Revenge Porn
		Science	Year 9 Term 6 – Reproduction Year 10 Term 3 – STIs

	<ul style="list-style-type: none"> • how the use of alcohol and drugs can lead to risky sexual behaviour. • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. 	Form Time	
Mental wellbeing	<ul style="list-style-type: none"> • how to talk about their emotions accurately and sensitively, using appropriate vocabulary. • that happiness is linked to being connected to others. • how to recognise the early signs of mental wellbeing concerns. • common types of mental ill health (e.g. anxiety and depression). • how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. • the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness. 	PD	<p>Year 7 Term 3 – Mental Health, Sleep, Term 5 – Resilience, Creativity</p> <p>Year 8 Term 2 – Inside out where students study the film Inside Out and reflect on what they can learn about their own mental health and that of others, Term 3 – My words, my deeds: FIT unit of work which also explores the impact of bullying on mental health</p> <p>Year 9 – Alcohol, Tobacco, Vaping and Drugs: The Law and impact, Wasted by Weed, Wasted by Alcohol, Drinking to Oblivion all explore the impact on mental health</p>
		PE	GCSE PE Year 10 Term 1 – Happiness, signs of ill mental health, types of ill mental health, benefits of exercise

		Form time	
Internet safety and harms	<ul style="list-style-type: none"> 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, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online. 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. 	PD	Year 7 Term 3 – Staying Safe Online Year 8 Term 3 – Sexting and upskirting Year 10 Term 6 – Revenge Porn Year 11 Term 4 – Emily Attack ‘Asking for it’ explores how to get support and the law.
		ICT	Year 8 Term 1 – Identifying harmful behaviours online and how to report and get support
		Form Time	Anti-bullying Week Safer Internet Day
Physical health and fitness	<ul style="list-style-type: none"> the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health. about the science relating to blood, organ and stem cell donation. 	PD	Year 7 Term 3 – Mental Health, Sleep, Term 4 – Healthy eating Year 10 Term 6 – Healthy me Year 11 Term 3 – Disordered eating: Freddie Flintoff: Living with Bulimia
		PE	Year 9 Term 3 – Healthy eating and lifestyles Year 10 Term 1 – Link between physical and mental health, healthy lifestyle
		Science	Year 10 Term 3 – Cardiovascular diseases

Healthy eating	<ul style="list-style-type: none"> • how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer. 	PD	Year 7 Term 3 – Mental Health, Sleep, Term 4 – Healthy eating Year 10 Term 6 – Healthy me Year 11 Term 3 – Disordered eating: Freddie Flintoff: Living with Bulimia
		PE	Year 10 Term 1 – Diet and health risks
		Science	Year 8 Terms 1-3 – Energy for Life: nutrition and diet
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. • the law relating to the supply and possession of illegal substances. • the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. • the physical and psychological consequences of addiction, including alcohol dependency. • awareness of the dangers of drugs which are prescribed but still present serious health risks. • the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so. 	PD	Year 9 Term 5+6 – Alcohol, Tobacco, Vaping and Drugs: The Law and impact, Wasted by Weed, Wasted by Alcohol, Drinking to Oblivion
		Science	Year 8 Term 4+5 – Human Health (Drugs and smoking)
		Form time	
Health and prevention	<ul style="list-style-type: none"> • about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. • about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. 	PD	Year 7 Term 3 – Puberty and Torsion, Term 6 Hygiene Year 10 Term 2 – Testicular Health
		PE	

	<ul style="list-style-type: none"> • (late secondary) the benefits of regular self-examination and screening. • the facts and science relating to immunisation and vaccination. • the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn. 	Science	Year 8 Term 4+5 – Human Health (immunisations, vaccinations, body's defence system, antibiotics) Year 10 Term 4 – Immune System, Anti-biotics
		Form Time	November
Basic first aid	<ul style="list-style-type: none"> • basic treatment for common injuries. • life-saving skills, including how to administer CPR. • the purpose of defibrillators and when one might be needed 	PD	Year 7 and 8 Term 6 – First Aid
Changing adolescent body	<ul style="list-style-type: none"> • key facts about puberty, the changing adolescent body and menstrual wellbeing. • the main changes which take place in males and females, and the implications for emotional and physical health 	PD	Year 7 Term 3 – Puberty
		Science	Year 7 Terms 1-4 –Reproductive System Year 11 Term 1 – Menstrual cycle

Appendix 2: Relationships and Sex Education (RSE)

By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> • that there are different types of committed, stable relationships. • how these relationships might contribute to human happiness and their importance for bringing up children. • what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. • why marriage is an important relationship choice for many couples and why it must be freely entered into. • the characteristics and legal status of other types of long-term relationships. • the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. • how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.
Respectful relationships, including friendships	<ul style="list-style-type: none"> • the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. • that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. • what constitutes sexual harassment and sexual violence and why these are always unacceptable. • the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.
Online and Media	<ul style="list-style-type: none"> • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. • not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • what to do and where to get support to report material or manage issues online. • the impact of viewing harmful content.

	<ul style="list-style-type: none"> • that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. • how information and data is generated, collected, shared and used online.
Being Safe	<ul style="list-style-type: none"> • the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. • how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).
Intimate and Sexual Relationships, including sexual health	<ul style="list-style-type: none"> • how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. • that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. • the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. • that they have a choice to delay sex or to enjoy intimacy without sex. • the facts about the full range of contraceptive choices, efficacy and options available. • the facts around pregnancy including miscarriage. • that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). • how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. • about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. • how the use of alcohol and drugs can lead to risky sexual behaviour. • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

Physical Health and mental well-being

TOPIC	PUPILS SHOULD KNOW:
Mental wellbeing	<ul style="list-style-type: none"> • how to talk about their emotions accurately and sensitively, using appropriate vocabulary. • that happiness is linked to being connected to others. • how to recognise the early signs of mental wellbeing concerns. • common types of mental ill health (e.g. anxiety and depression). • how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. • the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.
Internet safety and harms	<ul style="list-style-type: none"> • the similarities and differences between the online world and the physical world, 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, over-reliance on online relationships including social media, the risks related to online gambling including • the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online. • how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.
Physical health and fitness	<ul style="list-style-type: none"> • the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. • the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health. • about the science relating to blood, organ and stem cell donation.
Healthy eating	<ul style="list-style-type: none"> • how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. • the law relating to the supply and possession of illegal substances. • the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. • the physical and psychological consequences of addiction, including alcohol dependency. • awareness of the dangers of drugs which are prescribed but still present serious health risks. • the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.
Health and prevention	<ul style="list-style-type: none"> • about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. • about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. • (late secondary) the benefits of regular self-examination and screening. • the facts and science relating to immunisation and vaccination.

	<ul style="list-style-type: none"> • the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.
Basic first aid	<ul style="list-style-type: none"> • basic treatment for common injuries. • life-saving skills, including how to administer CPR. • the purpose of defibrillators and when one might be needed
Changing adolescent body	<ul style="list-style-type: none"> • key facts about puberty, the changing adolescent body and menstrual wellbeing. • the main changes which take place in males and females, and the implications for emotional and physical health

