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1 Introduction

1.1 Wootton Park Academy Trust (the "Trust") believes that in order to create a happy and successful adult life, children and young people need to have the self-confidence to make informed decisions about their wellbeing, health and relationships. Relationships and Sex Education (RSE) is about giving children and young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. Health Education is giving learners information to make well-informed, positive choices about their own health and wellbeing. The Trust recognises that physical health and mental wellbeing are interlinked, and it is important that learners understand that good physical health contributes to good mental wellbeing, and vice versa.

1.2 The Trust has a responsibility under the Equality Act 2010 to ensure the best for all its learners irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion or sexual orientation. As a result, RSE will be sensitive to the different needs of individual learners and may need to adapt and change over time to reflect the needs of the particular cohort. The Trust may also take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of a protected characteristic.

1.3 The Trust is aware of the need to be mindful of and respectful to a wide variety of faith and cultural beliefs across the school, and will make every attempt to be appropriately sensitive; equally it is essential that children and young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals. The Trust believes that its learners deserve the right to honest, clear, impartial scientific and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

1.4 All teaching will be sensitive and age appropriate in approach and content. At the point at which the Trust considers it appropriate to teach learners about lesbian, gay, bisexual and transgender (LGBT), the Trust will ensure that this content is fully integrated into programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. The Trust will encourage wider learner awareness of LGBT.

1.5 This policy has been developed in consultation with parents, learners and staff to ensure that it meets the needs of the whole school community.

1.6 The policy will be reviewed annually and parents will be consulted in advance about significant changes. The policy will be monitored for feedback from learners, staff, parents and classroom observations.

2 Aims and Objectives

2.2 Through the delivery of high quality, evidence-based and age-appropriate RSE, Relationship and Health Education, the Trust aims to help prepare learners for the onset of puberty, give them an understanding of sexual development and the importance of health and hygiene, create a positive culture in relation to sexuality and relationships and to ensure learners know how and when to ask for help and where to access support. By the end of their education the Trust hopes learners will have developed resilience and feelings of self-respect, confidence and empathy in preparation for the responsibilities and experiences of adult life.

2.3 Relationships Education, RSE and Health Education are intended to help learners to:
Build healthy, respectful relationships focusing on family and friends.
Understand how to be healthy and be aware of potential risk areas (such as drugs and alcohol).
Learn about mental wellbeing.
Develop key personal attributes, such as kindness, integrity, generosity and honesty.

3 Definition of Relationships and Sex Education (RSE)

3.1 Relationships Education is about teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults and who can support them. It includes how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy, establishing personal space and boundaries.

3.2 RSE is lifelong learning about physical, sexual, moral and emotional development. It is about teaching sex, sexuality and sexual health in a way that gives learners the confidence to make sound decisions when facing risks and other challenges. It includes teaching about friendship, the importance of caring, stable and mutually supportive relationships with another person, and how to control and understand feelings that come with being in a relationship.

3.3 **RSE does not encourage early sexual experimentation**. It teaches children and young people to understand human sexuality and to respect themselves and others, to build self-esteem and understand the reasons for delaying sexual activity so that they can develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

3.4 RSE will outline that there are different types of committed, stable relationships, the characteristics and legal status of other types of long-term relationships, the importance of marriage as a relationship choice and why it must be freely entered into, how relationships might contribute to human happiness and the their importance for raising children, as well as highlighting the roles and responsibilities of parents with respect to raising children, characteristics of successful parenting and how to judge when relationships have become unsafe as well as how to seek help or advice and report concerns about others.

4 Roles and Responsibilities

All members of the Trust community are expected to follow this policy. Roles, responsibilities and expectations of the school community are set out in detail below.

4.1 Board of Trustees

Trustees will monitor and evaluate the impact of the policy by reviewing learners' progress in achieving the expected educational outcomes. They will hold the Headteacher/Executive Headteacher to account for the implementation of the policy. Trustees will scrutinise relevant data, review any issues that might arise and act as a point of challenge for decisions taken by the Headteacher/Executive Headteacher.

4.2 Headteacher/Executive Headteacher

The Headteacher/Executive Headteacher, with support from the Senior Leadership Team, will ensure that staff are supported, receive regular professional development training in how to deliver RSE and are up to date with policy changes. They will ensure that RSE is well led, effectively managed and well planned across various subjects (to avoid unnecessary duplication of topics) and that the quality of provision is subject to regular and effective self-evaluation. The Headteacher/Executive Headteacher will ensure that teaching is age-appropriate, delivered in ways that are accessible to all learners with SEND and that the subjects are resourced, staffed and timetabled appropriately. They will ensure that teaching delivered by any external organisation is age-appropriate and accessible for learners and will liaise with parents regarding any concerns or opinions regarding RSE and Health Education provision and will manage parental requests for withdrawal of learners from non-statutory, non-science components of RSE.

4.3 Staff

Teachers of RSE, Relationships and Health Education will ensure that they are up to date with school policy and curriculum requirements regarding sex education and will attend and engage in professional development training. Teachers will encourage learners to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. If a learner comes to a member of staff with an issue that that member of staff feels they are not able to deal with alone, they will take this concern to their line-manager.

4.4 Parents

The Trust hopes to build a positive and supporting relationship with parents through mutual understanding, cooperation and trust. Parents are expected to share the responsibility of sex education and support their children's personal, social and emotional development. The Trust hopes parents will create an open home environment where learners can engage, discuss and continue to learn about matters that have been raised through school. Parents are also encouraged to seek additional support from the school where they feel it is needed.

4.5 Learners

Learners are expected to take RSE, Relationships and Health Education seriously. Learners are expected to listen, be considerate of other learners' feelings and beliefs, comply with class-set confidentiality rules and support one another with issues that arise during class. Learners who fail to follow these standards of behaviour will be dealt with under the Trust's behaviour policy.

5 Delivery of RSE

5.1 RSE will be delivered in a non-judgmental, factual way allowing scope for learners to ask questions in a safe environment. Teachers will tailor the delivery of RSE to meet the specific needs of the learners in that class, and to be responsive to their behaviour and development. Classes will explore different attitudes, values and social labels, and develop skills that will enable learners to make informed decisions regarding sex and relationships as well as being able to differentiate between fact, opinion and belief and an understanding of the law on various topics. Learners will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use.

5.2 Staff will ensure that all resources used in the delivery of Relationships Education, RSE and Health Education are appropriate for the age and needs of their learners. Examples of these resources are included in the Annexes of this policy.

5.3 RSE will be delivered in science, philosophy and ethics, computing and Personal, Social, Health and Economic Education (PSHE), tutor time and will build on the foundation of RSE delivered in primary school.

6 RSE: Curriculum and Outcomes

By the end of their education the Trust expects learners to know the information set out at Annex 1.

7 Health Education: Physical health and mental well-being

7.1 The Trust wishes to promote learners' health and well-being by encouraging self-control, their ability to self-regulate and strategies for doing so. This will enable learners to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly

and rationally to setbacks and challenges. The Trust believes that an integrated, whole-school approach to the teaching and promotion of health and wellbeing will have a positive impact on behaviour and attainment. Health Education will be delivered in science, computing, Physical Education (PE) and Personal, Social, Health and Economic Education (PSHE).

7.2 By the end of their secondary education the Trust expects learners to know the information set out at Annex 2.

8 Learners with special educational needs and/or disabilities

8.1 The Trust will endeavour to ensure that RSE and Health Education is accessible for all learners. We are aware that some learners are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND and RSE and Health Education may be particularly important for such learners, for example those with Social, Emotional and Mental Health needs or learning disabilities. Teaching will be sensitive, age-appropriate, developmentally appropriate, differentiated and personalised to meet the specific needs of learners at different developmental stages.

Staff will make reasonable adjustments to alleviate disadvantage faced by learners with disabilities and will be mindful of the SEND Code of Practice and the Trust's SEND Policy when planning for these subjects. Staff will use a variety of different strategies to ensure that all learners have access to the same information, which include e.g. contraceptive card game, use of expert guest speakers, practical activities, using DVDs or video, group and paired activities, drama and role play.

9 Right to request withdrawal from sex education

9.1 The Trust hopes that parents will feel comfortable with, and understand the importance of, the education provided to their children as described in this policy. Parents have the right to request that their child be withdrawn from some or all of the sex education aspects of RSE.

9.2 Before withdrawing or making a request, the Trust strongly urges parents to carefully consider their decision as sex education is a vital part of the school curriculum and supports child development. Parents cannot withdraw their child from Relationships or Health Education or the elements on human growth and reproduction which fall under the science curriculum.

9.3 Any parent wishing to withdraw their child from sex education should put their request in writing and send it to Curriculum Lead of PSHE for secondary who will arrange a meeting to discuss their concerns. Once those discussions have taken place, except in exceptional circumstances, the school will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms.

9.4 If a learner is excused from sex education the school will ensure that the learner receives appropriate, purposeful education during the period of withdrawal.

10 Confidentiality and Child Protection

10.1 The Trust hopes to provide a safe and supportive school community where learners feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. All teachers will receive training around confidentiality and should ensure that learners understand that they cannot offer unconditional confidentiality. If a child protection issue is disclosed to a member of staff, that member of staff should follow the Trust's Child Protection and Safeguarding procedures.

10.2 If a staff member is approached by a learner under 16 who is having, or is contemplating having sexual intercourse, the teacher should:

- ensure that the learner is accessing all the contraceptive and sexual health advice available and understands the risks of being sexually active;
- encourage the learner to talk to their parent or carer. Learners may feel that they are more comfortable bringing these issues to a teacher they trust, but it is important that children and their parents have open and trusting relationships when it comes to sexual health and the school will encourage this as much as possible;
- decide whether there is a child protection issue. This may be the case if the teacher is concerned that there is coercion or abuse involved. If a member of staff is informed that a learner under 13 is having, or is contemplating having sexual intercourse, this will be dealt with under child protection procedures.

10.3 Learners with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from the Designated Safeguarding Lead to decide what is in the best interest of the child.

11 Equal opportunities

11.1 RSE and Health Education will be delivered equally to both genders, normally in mixed classes. There are, however, certain topics that may be delivered in single sex groupings e.g. menstruation and personal hygiene.

11.2 The Trust has a commitment to ensure that RSE and Health Education is relevant to all learners and is taught in a way that is age and stage appropriate. Learners are encouraged to openly and freely discuss diversity of personal, social and sexual preferences. Prejudiced views will be challenged, and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously in accordance with the Trust's behaviour policy.

12 Complaints

If parents have any concerns or complaints over the application or implementation of this policy they should raise their concerns with a staff member or the Headteacher/Executive Headteacher in accordance with the Trust's complaints policy.

This Policy is to be read in conjunction with the safeguarding policy.

Annex 1 Curriculum and outcomes September 2026

Families	• **<u>Secondary curriculum content:</u>** • 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 marrying 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. 8. How to judge when a relationship is unsafe and where to seek help when needed, including when learners are concerned about violence, harm, or when they are unsure who to trust.
Respectful relationships	**<u>Secondary curriculum content:</u>** • The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, learners 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. Learners 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. Learners 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 learners can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict. • The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help. • Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration. • The role of consent, including in romantic and sexual relationships. Learners should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Learners should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok. • 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). Learners 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. • Learners should have an opportunity to discuss 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	• **<u>Secondary curriculum content:</u>** • Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • 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. Learners should also understand the difference between public and private online spaces and related safety issues. • The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. 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. • 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. Learners 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. Learners should understand the serious risks of sending material to others, including the law concerning the sharing of images. • That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Learners should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Learners should know how to seek support and should 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. Learners should also understand that sharing indecent images of people over 18 without consent is a crime. • 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. Learners should be taught where to go for advice and support about something they have seen online. Learners should understand that online content can present a distorted picture of the world and normalise or glamorise 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. This can affect learners who see pornographic content accidentally as well as those who see it deliberately. 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 (e.g. to enable targeted advertising). • That criminals can operate online scams, for example 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. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk.
Being safe	• **<u>Secondary curriculum content:</u>** • 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. Learners should learn ways of seeking help when needed and how to report harmful behaviour. Learners should understand 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. Learners might reflect on the importance of trusting their instincts when something doesn't feel right, and 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 / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting. • The concepts and laws relating to sexual violence, including rape and sexual assault. • The concepts and laws relating to 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. • The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour. • That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed. • The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation. • The concepts and laws relating to 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 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.

The Curriculum for Science covers:

Key Stage 3

- **Cells & organisation**
    - Healthy tissues and organ function
    - Importance of nutrients
- **Nutrition & digestion**
    - Balanced diet
    - Malnutrition (obesity, deficiency diseases)
- **Exercise & skeleton**
    - Benefits of exercise on body systems
- **Breathing & gas exchange**
    - Smoking and lungs (respiration topic)
    - Intro to drugs and their effects
- **Human Reproduction**
    - Reproductive systems
    - Puberty changes
    - Menstrual cycle basics

Environmental Responsibility

- Ecosystems & interdependence
- Human impact (pollution, deforestation)
- **Careers in Science (STEM)**
    - Embedded in practicals and topic discussions:
        - Medical careers (biology topics)
        - Engineering (physics)
        - Chemical industry (chemistry)

Key stage 4

Physical Health

- **Organisation (B1)**
    - Risk factors for non-communicable diseases
    - Lifestyle impacts (diet, exercise, smoking, alcohol)
- **Infection & response (B3)**
    - Communicable diseases & prevention
    - Vaccination & hygiene
- **Health issues (linked across spec)**
    - Cancer links (smoking, UV, lifestyle)
- **Homeostasis & response (B5)**
    - Nervous system & hormones
    - Drug effects on neurotransmission
    - Drug classification (stimulants, depressants)
    - Alcohol effects on liver/brain
    - Smoking + cardiovascular disease & cancer

Human Reproduction

- Hormonal control of menstrual cycle
- Contraception methods (barrier, hormonal, IVF)
- Fertility treatments

Genetics, Identity & Ethics

- **Inheritance, variation & evolution (B6)**
    - DNA, genes, inherited disorders
    - Genetic screening
    - Designer babies (ethical debate)

Environmental Responsibility
KS4 Biology (B7 Ecology)

- Climate change
- Biodiversity loss
- Waste management
- Sustainability

KS4 Chemistry

- Atmospheric chemistry (pollution, greenhouse gases)
- Resources (water, materials, recycling)

Science, Society & Ethics

- Stem cells (ethical issues)
- IVF
- Vaccination debates
- Nuclear energy (Physics)
- Resource exploitation (Chemistry)

Careers in Science (STEM)

- Embedded in practicals and topic discussions:
    - Medical careers (biology topics)
    - Engineering (physics)
    - Chemical industry (chemistry)

Personal Safety

- Radiation (Physics P6)
- Chemical hazards (Chemistry C7–C10)

Annex 2 Health Education curriculum and outcomes September 2026

Mental wellbeing	• **<u>Secondary curriculum content:</u>** • 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. Learners 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. • Understanding 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	• **<u>Secondary curriculum content:</u>** • 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. • 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. • The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online. • 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	• **<u>Secondary curriculum content:</u>** • 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	• **<u>Secondary curriculum content:</u>** • 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. The impacts of alcohol on diet and unhealthy weight gain.
Drugs, alcohol and tobacco	• **<u>Secondary curriculum content:</u>** • 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. • The law relating to the supply and possession of illegal substances. • 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. Understanding 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. • The physical and psychological consequences of problem-use of alcohol, including alcohol dependency. • The dangers of the misuse of prescribed and over-the-counter medicines. • The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so. The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.
Health and prevention, and understanding the healthcare system	• **<u>Secondary curriculum content:</u>** • Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics. • Dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing consumption of sugar-containing food and drinks, and regular check-ups at the dentist. • How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals. • The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening. • The facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to learners. • 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. Learners should understand the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment.
Basic first aid	• **<u>Secondary curriculum content</u>** • 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	• **<u>Secondary curriculum content:</u>** • 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.
Personal safety	• **<u>Secondary curriculum content:</u>** • 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 learners' 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 learners are worried about violence and/or knife crime. • The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an educational tool. Children should be taught that carrying weapons is uncommon, and should not be scared into the perception that many young people are carrying knives (which can lead to the misconception that they need to carry a knife too). • The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern.