RSHE Policy	
Date of Review	July 2026
Prepared by	Ruth Warburton and Glyn Crees
Approved by Governing Board	17 September 2026
Policy based on	Relationships Education, Relationships and Sex Education (RSHE) and Health Education July 2025 (DfE)
Date for next Review	July 2027
Linked Policies	Anti-Bullying Policy Diversity, Inclusion and Equality Drugs Education policy Keeping Children Safe in Education 2025/2026 Preventing Extremism and Radicalisation policy Safeguarding and child protection policy

1. Aims and Vision

The aim of relationships, sex education and Health Education (RSHE) at Imberhorne school is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds and to know when and how to seek help. Our framework ensures that:

- Sensitive discussions can take place within a safe and structured learning environment
- Students are prepared for puberty, with a clear understanding of sexual development and the vital importance of health and hygiene
- Students develop strong feelings of self-respect, confidence and empathy towards others
- A positive, inclusive culture is fostered around issues of sexuality and relationships
- Students acquire the correct biological and social vocabulary to describe themselves and their bodies accurately.

RSHE is a vital part of the school 'life' curriculum. It empowers each student to leave school feeling optimistic about their future, equipped with the knowledge and skills required to live a healthy, safe and fulfilled life as an active, engaged member of society. This directly enriches the wider school vision: *'We strive to be a supportive community that empowers everyone to be successful, open-minded and fulfilled learners.'*

Alignment with Core School Values

- Achievement: We celebrate and support success in all its forms — academic, personal, and social — ensuring growth and accomplishment.

- Ambition: We encourage students to believe in their potential and set purposeful, positive goals for their future.
- Community: We build a strong sense of belonging, encouraging students to be active contributors to the school and wider world.
- Resilience: We help students develop the emotional strength and practical skills to face challenges confidently.
- Respect: We foster mutual respect by teaching students about diversity, relationships, rights, and responsibilities as foundations for an inclusive society.

2. Statutory Requirements

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships and Sex Education and Health education (RSHE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all maintained secondary schools.

In teaching RSHE, we strictly adhere to guidance from the Department for Education (DfE) issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

3. Definition

Relationships, Sex and Health Education (RSHE) is about the emotional, social and cultural development of students, and involves structured learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
RSHE involves a combination of sharing evidence-based information and exploring issues and values.
RSHE is explicitly **not** about the promotion of sexual activity.

4. Delivery and Implementation

RSHE is taught primarily within the dedicated 'Life' curriculum, structured as a dynamic seven-year journey carefully aligned with assembly themes, tutor time, and wider enrichment opportunities. Annual updates ensure that each year group receives a programme tailored to their specific developmental needs. These updates are informed by collaboration between Heads of Year, Key Stage leaders, and feedback from both students and parents. Biological aspects are integrated into the science curriculum and supporting concepts are addressed within English, History, ICT, Maths and Religious Education (RE). Trained health and external professionals may also deliver standalone specialist sessions.

Core Principles for Curriculum Delivery

In alignment with the DfE statutory guidance, our RSHE curriculum is built upon and delivered through seven core guiding principles. These principles ensure that our teaching is safe, transparent, and high-quality:

1. **Pupil Engagement:** We actively listen to the views, experiences, and needs of our pupils. Feedback from student voice panels and regular evaluations are used to ensure the curriculum is relevant to their real-world experiences.

2. **Engagement and Transparency with Parents:** We work in close partnership with parents and carers. Parents have full transparency regarding our curriculum; all teaching resources and materials are available for review upon request. The school will not enter into any commercial or contractual agreements with external providers that restrict this transparency.

3. **Positivity:** While the curriculum addresses critical safeguarding risks, it is delivered through a constructive and positive framework. We focus on building pupils' self-esteem, character, resilience, and their ability to form healthy, respectful, and joyful relationships.

4. **Careful Sequencing:** Topics are mapped chronologically and developmentally. Concepts are carefully sequenced so that foundational knowledge (such as boundaries and respect) is securely embedded before more complex or sensitive topics (such as sexual health or online risks) are introduced.

5. **Relevant and Responsive:** Our delivery adapts dynamically to emerging trends and local context. Teachers stay informed about digital shifts—such as new social media algorithms, AI-generated content (deepfakes), and emerging toxic online subcultures (such as incel ideology)—and address these proactively.

6. **Skilled Delivery of Participative Education:** RSHE is taught by trained, confident staff who utilize safe, evidence-based, and participative teaching methods. Ground rules are established in every lesson to create a secure environment where pupils feel safe to discuss sensitive topics without fear of judgment.

7. **Whole-School Approach:** RSHE is not viewed as an isolated subject. It is explicitly linked with our wider school culture, pastoral care system, assemblies, and safeguarding policies (including our Anti-Bullying and Child Protection policies), ensuring consistent messages are reinforced across all aspects of school life.

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

Safe and Effective Practice

- **Ground Rules:** Teachers and pupils collaboratively establish and test classroom ground rules to ensure a safe learning environment.
- **Distancing Techniques**: Stories, case studies, and media clips are utilized to de-personalise discussions, allowing objective engagement.
- **Anonymous Questions**: Students can submit sensitive inquiries using an anonymous question box.
- **Signposting Help**: Every lesson concludes with clear, accessible information regarding internal and external sources of help.

5. Roles and responsibilities

The Governing Body: Holds the Headteacher accountable for policy implementation and designates a link governor to oversee policy evaluation.
The Headteacher: Responsible for ensuring consistent teaching of RSHE across the school and managing
withdrawal requests.
Staff: Responsible for delivering RSHE sensitively, modelling positive attitudes, monitoring progress, and
responding to individual student needs. Staff do not have the right to opt out of teaching RSHE.
Students: Expected to engage fully and treat peers and staff with the utmost respect and sensitivity during discussions.

Teacher responsible for the Life curriculum programme: Ruth Warburton
Supported by Senior Assistant Headteacher: Glyn Cress

6. Parents' Right to Withdraw

Parents have the right to withdraw their children from the non-statutory components of sex education within RSHE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. Requests for withdrawal should be put in writing to the headteacher using the standard form (Appendix 3). The school will provide alternative, high-quality work for any student withdrawn from these sessions. There is no right to withdraw students from statutory relationship or health education components.

7. Monitoring arrangements

The delivery of RSHE is monitored by Glyn Crees (SLT) and Ruth Warburton (Leader of learning).
This is done through:

- Training of colleagues
- Learning Walks
- Subject Curriculum Reviews
- Year teams
- Student feedback
- Feedback and information from other educational professionals

Students' development in RSHE is monitored by class teachers as part of our internal assessment systems.

Appendix 1: Life Curriculum Map

KS3

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	Strive, Support, Succeed: Navigating Secondary Life *Thriving in secondary education, Goal setting, Friendship and empathy, Bullying and bystanders, friendship challenges, similarities, differences and peer influences, coercive friendships, Understanding changing relationships*.	Our Connected Community: Respect, Resilience & Relationships *Roles in the family, change, loss, grief, family courts, healthy and unhealthy relationships, managing conflict, introduction to consent, deciding what to watch.*	Our Connected Community: Respect, Resilience & Relationships *Relationships on-screen, managing challenging content.* Growing with Confidence: Respecting Ourselves *Puberty and emotional changes, menstrual wellbeing, testicular health, taking care of the vulva*.	Growing with Confidence: Respecting Ourselves *Making disclosures.* Striving Through Challenges: Building Resilience *Managing emotions, managing reactions, developing positive thinking habits, managing rumination and worry*.	Striving Through Challenges: Building Resilience *Manging tension and stress.* Responsible Citizens: Belonging and Contributing *Firework safety, rights and responsibilities, human rights and British values, democracy, elections and voting, the rule of law.*	Careers *About me, my interests, my careers, school subjects at work + time management*. Achieving: Building Financial Skills for Life *Exploring money attitudes, needs and wants, maths in everyday life, introduction credit, savings and bank accounts, introduction to fraud and scams.*
8	Our Supportive Community *Identity and community, bias and stereotypes, discrimination and the protected characteristics, values*	Respecting: Relationships, Rights and Safety *Sexual harassment and harmful sexual behaviour, keeping safe (FGM), consent, sharing nudes,*	Keeping Safe, Supporting Others *Substance misuse, the truth about vaping, alcohol and risks.*	Empowering: Resilience, Identity and Influence *Unhealthy coping strategies, healthy coping strategies, influences and self-expression, climate*	Empowering: Resilience, Identity and Influence *Feeding the algorithm.*	Achieving: Financial Choices and Digital Spending *Click and pay: phones and financial risks, gaming social media and algorithms: the pressure to spend*

	and constructive disagreement, drivers and supportive communities. Respecting: Relationships, Rights and Safety *Healthy relationships, stereotypes and sexualised media, safer online relationships.*	*preventing gender-based violence.* Keeping Safe, Supporting Others *Have you got their back, classroom RevivR.*	Empowering: Resilience, Identity and Influence *Managing strong emotions, managing distractions, managing disappointments and setbacks.*	*change and wellbeing, the business of influence.*	Participating: Justice, Democracy and Influence *The justice system, youth justice, media literacy and fake news, pressure groups, local government.* Achieving: Financial Choices and Digital Spending *Money aspirations and budgeting*	*online, getting to know payslips, planning for a big purchase and value for money.* Careers *Update about me, biases and career choices, my careers, discover learning pathways, matchmaker quiz, explore career matches.*
Year Group	**Autumn 1/2**		**Spring 1/2**		**Summer 1/2**	
9	Resilient & Respectful Relationship *Principles of healthy relationships, healthy sexual relationships, sexual content online, sexual health, managing the ending of relationships* Truth, Respect and Responsibility *Motivations and consequences, tackling deepfakes, exploring harm and misconceptions.*		Truth, Respect and Responsibility *Responding to misogyny.* Careers *Skills lesson, self-advocacy, getting experiences.* Navigating: Choices, Risks and Influence *Vaping, exploring attitudes.*		Navigating: Choices, Risks and Influence *The law and managing risks, alcohol and cannabis, managing influence.* Safe Communities *Preventing involvement in serious and organised crime, causes and effects of cybercrime, run, hide, tell.*	

KS4

Year Group	Autumn 1 / 2	Spring 1 / 2	Summer 1/2
10	The supportive community: Respect, Resilience and Relationships *The role of intimacy and pleasure, the impact of pornography, social attitudes to sending nudes: digital consent, peer pressure, image sharing and the law, pressure, persuasion and coercion.* Healthy Choices, Healthy Futures *Managing decisions about being active, what is testicular cancer, breast awareness, signs, symptoms and self-examination.*	Healthy Choices, Healthy Futures *Assessing risk (drugs), managing influence and help seeking, exploring donation.* Navigating Modern Society *How does AI affect our daily lives? What are the limitations of generative AI? How does it affect our understanding of the world? The impact and spread of misogynistic narratives, safely challenging misogynistic beliefs and attitudes.*	Navigating Modern Society *Valuing diversity, understanding and preventing extremism, how are people drawn into extremist groups. Role of the prime minister/political parties. Elections and referendums. Media and Democracy.* Succeeding Beyond School *Work values, workplace skills and attitudes, labour market/post 16 pathways. Insurance.*
Year Group	**Autumn 1 / 2**	**Spring 1 / 2**	**Summer 1**
11	We strive, We support: Healthy Relationships & Choices *Relationship behaviours, sexual health, fertility and routes to parenthood, pregnancy outcomes, pregnancy choices.* Lifelong Wellbeing and Resilience *Mental health and wellbeing through life, managing distractions, changing thinking habits, managing stress and tension.*	Lifelong Wellbeing and Resilience *Change, loss and grief, the importance of sleep.* Navigating: Digital Life and Financial Independent and Security *Understanding deepfakes – what's the harm? What can be done? Making money online: rights, risks and cryptocurrencies.*	Navigating: Digital Life and Financial Independent and Security *Wanna bet? Controlled and uncontrolled spending, financial exploitation online: factors, strategies and support.* *Take home pay/budgeting, savings accounts/investing.* Exams and Study leave (Summer term 2)

KS5

Year Group	Autumn 1/2	Spring 1/2	Summer 1/2
12	Succeed Safely: Health, Habits & Independence *Ice breaker, time management, independent learning, a fair and equal opportunity to enjoy good health, understanding risks and consequences, medicines, substances and personal safety, traveling and making decisions, sexual health: managing risks, testing and treatment, consent.*	Preparing for Your Future *Rights and responsibilities in the workplace, student finance, researching career pathways (sign up to UCAS Hub), post 18 pathways, applications and interviews.*	Respecting Relationships in a Digital World *Confidentially seeking support, fake news & misinformation, pornography and regulation, Technology and consent.* Building Financial Confidence *Managing finances when renting or buying a home, understanding overdrafts, credit cards and credit scores, managing payslips, pensions and self-employment, worth the risk? Identifying high-risk online spending, the cost of love online: financial implications of online relationships.*
Year Group	**Autumn 1/2**	**Spring 1/2**	**Summer 1/2**
13	Next Steps and Future Success *UCAS / Apprenticeship Applications, Decision Making (managing money at university and in the future).* Independent Living: Safety, Health and Responsibility.	Independent Living: Safety, Health and Responsibility. *Managing sleep independently, Keeping Safe, travel in the UK and abroad, looking out for each other.* Living with Values and Respect	Mentoring Study Leave and Exams

	Making independent health choices, recognising serious illness and seeking urgent medical care.	*Human rights in today's world, living in alignment with your values, embracing diversity in all its forms.*	

Appendix 2: Relationships Education, Relationships and Sex Education (RSHE) and Health Education

Relationships and Sex Education Curriculum Content

By the end of secondary school:

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

Families	Curriculum content: 1. That there are different types of committed, stable relationships. 2. How these relationships might contribute to wellbeing, and their importance for bringing up children. 3. 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. 4. That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children. 5. That forced marriage and marrying before the age of 18 are illegal. 6. How families and relationships change over time, including through birth, death, separation and new relationships. 7. 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 pupils are concerned about violence, harm, or when they are unsure who to trust.
Respectful relationships	Curriculum content: 1. 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. 2. 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. 3. 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. 4. What tolerance requires, including the importance of tolerance of other people's beliefs.

	5. 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. 6. 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. 7. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration. 8. The role of consent, including in romantic and sexual relationships. Pupils 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. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok. 9. 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. 10. 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. 11. 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. 12. Pupils 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	Curriculum content: 1. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. 2. 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. Pupils should also understand the difference between public and private online spaces and related safety issues. 3. 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. 4. 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. 5. 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. Pupils 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. Pupils 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. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime. 6. 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. 7. 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. 8. That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught 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 glamorise behaviours which are unhealthy and wrong. 9. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice. 10. 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. 11. 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 pupils 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. 12. How information and data is generated, collected, shared and used online. 13. 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). 14. 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. 15. 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	Curriculum content: 1. 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. 2. 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. 3. 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. 4. How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils 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. Pupils 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. 5. 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. 6. 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. 7. The concepts and laws relating to sexual violence, including rape and sexual assault. 8. 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. 9. The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour. 10. That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed. 11. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation. 12. The concepts and laws relating to forced marriage. 13. 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. 14. 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. 15. 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. 16. 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	Curriculum content: 1. That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive. 2. 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. 3. 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, e.g. the law, faith and family values. That kindness and care for others require more than just consent. 4. 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. 5. That some sexual behaviours can be harmful. 6. 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. 7. 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. 8. How the different sexually transmitted infections (STIs), including HIV, are transmitted. How risk can be reduced through safer sex (including through condom use). 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. 9. The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment. 10. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour. 11. How and where to seek support for concerns around sexual relationships including sexual violence or harms. 12. 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.

Secondary health and wellbeing curriculum content

By the end of secondary school:

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

Mental Wellbeing	Curriculum content: 1. How to talk about their emotions accurately and sensitively, using appropriate vocabulary. 2. The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness. 3. 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. 4. 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. 5. 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. 6. How to critically evaluate which activities will contribute to their overall wellbeing. 7. 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. 8. 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. 9. 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	Curriculum content: 1. 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. 2. 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. 3. 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. 4. The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt. 5. 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. 6. The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online. 7. 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	Curriculum content: 1. 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. 2. Factual information about the prevalence and characteristics of more serious health conditions. 3. That physical activity can promote wellbeing and combat stress. 4. The science relating to blood, organ and stem cell donation.
Healthy eating	Curriculum content: 1. How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease. 2. The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease. 3. The impacts of alcohol on diet and unhealthy weight gain
Drugs, alcohol, tobacco and vaping	Curriculum content: 1. 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. 2. The law relating to the supply and possession of illegal substances. 3. 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. 4. The physical and psychological consequences of problem-use of alcohol, including alcohol dependency. 5. The dangers of the misuse of prescribed and over-the-counter medicines. 6. 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. 7. 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	Curriculum content: 1. Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics. 2. 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. 3. How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals. 4. The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening. 5. The facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils. 6. 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. 7. 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. 8. 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. 9. 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	Curriculum content: 1. 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). 2. How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media. 3. 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. 4. Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime. 5. 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). 6. 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	Curriculum content: 1. Basic treatment for common injuries and ailments. 2. Life-saving skills, including how to administer CPR. 3. The purpose of defibrillators, when one might be needed and who can use them.
Developing bodies	Curriculum content: 1. The main changes which take place in males and females, and the implications for emotional and physical health. 2. The facts about puberty, the changing adolescent body, including brain development. 3. 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. 4. The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.

The Law

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.

The starting principle should be that applicable law should be taught in a factual way so that pupils are clear about their rights and responsibilities as citizens.

Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example those relating to:

- marriage, including forced marriage and civil partnerships
- consent, including the age of consent
- domestic abuse, stalking, rape, sexual offences, female genital mutilation (FGM), 'virginity testing' and hymenoplasty
- sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour
- the Online Safety Act

- online behaviours including image and information sharing (including sexual imagery, youth-produced sexual imagery, nudes, etc, and including AI-generated sexual imagery and deepfakes). Pupils should understand the law about online sexual harassment and online sexual abuse including grooming and sextortion
- pornography
- abortion
- protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation)
- alcohol, smoking, vaping and nicotine products and illicit drug use
- gambling
- carrying knives and weapons
- extremism/radicalisation
- grooming or exploiting children into criminal activity, which can include gang involvement and county lines drug running
- hate crime
- the age of criminal responsibility
- medical consent, Gillick competence and parental responsibility

Appendix 3: Parent form: Withdrawal from sex education within RSHE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of Parent/Carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent/Carer Signature			
TO BE COMPLETED BY THE SCHOOL			
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken:		