



Relationships Education, Sex Education (RSE) and Health Education Policy

Poynton High School

Approved by:

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Next review due by:

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1. Definition

Relationships and Sex Education (RSE) is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity, but rather, providing students with information.

2. Aims

The aims of Relationships and Sex Education (RSE) at our school are to:

- Give students the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships
- Enable students to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship
- Educate about contraception, developing intimate relationships and resisting pressure to have sex (and about not applying pressure)
- Teach what is acceptable and unacceptable behaviour in relationships
- Provide a supportive framework in which sensitive discussions can take place
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies
- Develop students' confidence and self esteem
- Teach students about healthy lifestyles so that they are able to make informed decisions
- Inform students about the services and support networks that are available to them
- Enable students to develop the ability to understand the consequences of their decisions and actions
- Provide support which will help students cope with the physical and emotional aspects of growing up
- Raise awareness of the significance of stable relationships, as key building blocks of society
- Teach students to understand human sexuality and to respect themselves and others
- Enable students to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity
- Offer effective RSE to our students to allow them to develop safe, fulfilling and healthy sexual relationships, at the appropriate time
- Ensure students are made aware of the legal position when covering topics.

3. Statutory requirements

As a secondary academy school we must provide RSE to all students as per section 34 of the [Children and Social Work Act 2017](#).

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](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relationships between different people when carrying out their activities.

At Poynton High School we teach RSE as set out in this policy.

4. Policy development

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

- Review – a member of staff collated relevant information including relevant national and local guidance and consulted with SLT and governors
- Staff consultation – staff were given the opportunity to look at the policy and make recommendations
- Parent / stakeholder consultation – parents and any interested parties were invited to comment on the policy
- Student consultation – we investigated what exactly students want from their RSE
- Ratification – once amendments were made, the policy and the feedback from parents was shared with governors.

5. Curriculum

Our RSE curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents/carers, students and staff, and taking into account the age, development stage, needs and feelings of our students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that students are fully informed and do not seek answers online.

We will share all curriculum materials with parents and carers upon request.

6. Delivery of RSE

RSE related topics are covered in a range of areas:

- Student Development Days
- Year 8 Personal Development lessons
- Registration activities / assemblies
- Biological aspects of RSE are taught within the science curriculum
- Other aspects are included in Religious Studies
- RSE is also covered in other curriculum areas such as PE, Humanities and Computing (see Appendix 1 for content)

RSE focuses on giving young people the information they need to help them develop healthy, nurturing, consensual 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.

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).

Most topics will be taught in mixed sex groups. There are a few occasions, such as Child Sexual Exploitation talks (by the police) and cancer awareness talks (breast and testicular cancers) when single sex groups are appropriate.

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of students will relate to them
- Is sensitive to all students' experiences
- During lessons, makes students feel safe and supported and able to engage with the key messages

We will also:

- Make sure that students learn about these topics in an environment that is appropriate for them, for example:
- A whole class setting
- Small groups or targeted sessions
- 1 to 1 discussions
- Digital formats
- Through careful consideration of adapting learning to suit the needs of the individual

6.2 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support students in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our students
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to students' experiences and won't provoke distress

6.3 Use of external organisations and materials

We will make sure that any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to students. This includes making sure that any speakers, tools and resources used do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with students' developmental stage
 - Comply with:
 - This policy
 - The Teachers' Standards
 - The Equality Act 2010
 - The Human Rights Act 1998
 - The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with

Be clear on:

- What they are going to say
- Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share all external materials with parents and carers

We will not, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from some or all sex education components of RSE (see Section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the (non-statutory/science components of RSE

All staff contribute to the delivery of RSE at Poynton High School through the Student Development Day programme. Staff who have concerns about teaching RSE are encouraged to discuss this with the deputy headteacher.

7.4 Students

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

8. Parents' right to withdraw

Parents have the right to withdraw their children from some or all of the sex education lessons of sex education within RSE 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 and addressed to Miss Holyland, Deputy Headteacher.

A copy of withdrawal requests will be placed in the student's educational record. The deputy headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to students who are withdrawn from sex education.

There is no right to withdraw students from the Health Education or Relationships Education or from the science curriculum which includes content on human development, including reproduction.

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

Key staff have received Active Bystander and Preventing Sexual Misconduct Education training.

The deputy headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE, where appropriate.

10. Monitoring arrangements

The delivery of RSE is monitored by the Director of Learning for Welfare Education and the Deputy Head through:

- Planning and resourcing of activities
- Booking and checking of external speakers/RSE professionals
- Learning walks
- Staff feedback
- Student voice

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

Appendix 1: By the end of secondary school students should know:

TOPIC	STUDENTS SHOULD KNOW
Families	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. 4. 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. 5. That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children. 6. That forced marriage and marrying before the age of 18 are illegal. 7. How families and relationships change over time, including through birth, death, separation and new relationships. 8. 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. 9. 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	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

TOPIC	STUDENTS SHOULD KNOW
	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.

TOPIC	STUDENTS SHOULD KNOW
Online safety and awareness	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

TOPIC	STUDENTS SHOULD KNOW
	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	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

TOPIC	STUDENTS SHOULD KNOW
	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, 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.

TOPIC	STUDENTS SHOULD KNOW
	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.

TOPIC	STUDENTS SHOULD KNOW
Intimate and sexual relationships, including sexual health	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.

TOPIC	STUDENTS SHOULD KNOW
Mental wellbeing	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.

TOPIC	STUDENTS SHOULD KNOW
Wellbeing online	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.

TOPIC	STUDENTS SHOULD KNOW
Physical health and fitness	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.

TOPIC	STUDENTS SHOULD KNOW
Healthy eating	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.

TOPIC	STUDENTS SHOULD KNOW
Drugs, alcohol, tobacco and vaping	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.

TOPIC	STUDENTS SHOULD KNOW
Health protection and prevention, and understanding the healthcare system	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.

TOPIC	STUDENTS SHOULD KNOW
Personal safety	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.

TOPIC	STUDENTS SHOULD KNOW
Basic first aid	1. Basic treatment for common injuries and ailments. 2. Life-saving skills, including how to administer CPR.¹¹ 3. The purpose of defibrillators, when one might be needed and who can use them.

TOPIC	STUDENTS SHOULD KNOW
Developing bodies	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.

Appendix 2: Curriculum map

Detailed Topic Mapping: Relationships and Sex Education

Topic Area	Year Group	Subject	Topic / content covered
Healthy relationships	Yr7	PSHCE	Positive friendships: being a positive member of PHS / loss and change of friendships / resolving conflict
	Yr8	History	Was the British Empire a force for good? Treatment of enslaved people on the plantations and include some reference to sexual abuse (age appropriate)
	Yr9	Music	Rock n roll: how young people had to work with adults whilst maintaining schoolwork and respect for their elders
	Yr10	PSHCE	Toxic behaviours: volatile relationships
Respect, consent & boundaries	Yr9	Music	Rock n roll: how young people had to work with adults whilst maintaining schoolwork and respect for their elders
	Yr9	PSHCE	Responsible choices: consent
	Yr13	Am registration	Respectful relationships: trust and intimacy / ending relationships / exiting aggressive social situations / consent / forced marriage

Friendships & peer influence	Yr7	Music	Instruments of the orchestra: the social aspect of performing in a team such as orchestras and ensembles
	Yr7	PSHCE	Positive friendships: making friends / loss and change of friendships / resolving conflict
	Yr9	PSHCE	Safer relationships: overcoming conflict
	Yr9	MFL	Family, friends and relationships: description of family and friends, how you get on with them, qualities of a good friend
	Yr10	MFL	Family, friends and relationships: description of family and friends, how you get on with them, qualities of a good friend
	Yr12	Health & Social Care	Human lifespan and development: Peer pressure in adolescence
	Yr13	Am registration	Navigating social influence and pressure / meeting new people / values and differences
Online relationships /	Yr7	PSHCE	Positive friendships: friendships online

digital safety	Yr9	PSHCE	Responsible choices: online safety
	Yr10	MFL	Free time and technology: disadvantages of the internet including meeting strangers
	Yr10	PSHCE	Toxic behaviours: safety online
	Yr11	MFL	Free time and technology: disadvantages of the internet including meeting strangers
Bullying (including sexual harassment)	Yr7	PSHCE	Positive friendships: recognising and preventing bullying
	Yr10	PSHCE	Toxic behaviours: sexual harassment / stalking / consent
	Yr12	Health & Social Care	Human lifespan and development: adolescence
	Yr13	Am registration	Staying safe: recognizing harassment and abuse
Gender identity & equality	Yr7	RS	Religion and equality: women and equality in Sikhism / equality and LGBT rights / equality and invisible minorities

	Yr8	History	How did people gain the right to vote? Looking at how women gained the right to vote by investigating the role of suffragists and suffragettes
	Yr9	History	How did people gain the right to vote? Looking at how women gained the right to vote by investigating the role of suffragists and suffragettes
	Yr9	Music	Disco: artists who were openly gay, eg The Village People
	Yr11	Business	External influences on business – Equality Act / what it includes / implications of not following it
	Yr12	Health & Social Care	Human lifespan and development: laws and legislations
	Yr13	Business	External influences on business – Equality Act / what it includes / implications of not following it
	Yr13	Health & Social Care	Human lifespan and development: laws and legislations
	Yr7 - 13	MFL	Discussion of linguistic concept of `gender and links to gender identity, including potential problems with gender identity with languages with masculine / feminine nouns and adjectives

	Yr12	MFL (Spanish)	Equality of the sexes: role of men / women in target language country / countries
	Yr7 - 11	Product Design	Gender identity in the workplace / technology
	Yr13	Am registration	Challenging prejudice and discrimination
Sexual health & reproduction (where appropriate)	Yr7	PSHCE	Looking after me: changing bodies (puberty)
	Yr7	Science	Reproduction: reproductive system, structure and function / the process of fertilization / pregnancy and birth / the importance of breast feeding
	Yr9	PSHCE	Safer relationships: healthy and harmful relationships / sexual harassment / sex and the law / sexual health and contraception
	Yr10	History	Medicine through time: Treatments for STIS and how STIS were caught in the Renaissance
	Yr10	PSHCE	Moral decisions: contraception

	Yr11	Science	Communicable disease: HIV+ / gonorrhea as communicable diseases
	Yr11	PSHCE	Dilemmas (health, relationships and sex): pornography: myths and facts / misogyny / STIs / contraception and parenthood / sextortion / forced marriage / FGM
	Yr11	Science	Hormonal control of the body and reproduction and genetics: symptoms / treatment / prevention / IVF, the process and ethics of it / contraceptive methods
	Yr13	Am registration	Making choices about sexual health / pregnancy and parenthood
	Yr13	Health & Social Care	Human lifespan and development: pregnancy, forming of cells, genetic factors
Family structures & parenting	Yr10	RS	Moral decisions: cohabitation and marriage / adultery and divorce
	Yr11	History	American West: family structure of the indigenous people of the plains
	Yr12	Health & Social Care	Human lifespan and development: blended families
	Yr12	MFL	The changing nature of the family: the family unit, types of family, marriage laws and current trends / opinions in the target language country / countries

Detailed Topic Mapping: Health Education

Topic Area	Year Group	Subject	Topic / content covered
Mental health & wellbeing	Yr8	PSHCE	Health and wellbeing: attitudes to mental health / emotions / promoting / emotional wellbeing / unhealthy coping strategies / healthy coping strategies / coping with change
	Yr8	PSHCE	Health and wellbeing: digital resilience
	Yr10	PSHCE	Online literacy and resilience: social media truths and lies: personal and professional reputations online / online bias and reliability / infodemic / extremism / positive uses of social media
	Yr10	Science	Heart and lungs: what is health? Factors affecting general health / risk factors / how do diseases interact when contributing to diseases
	Yr12	Health & Social Care	Human lifespan and development: physical, intellectual, emotional and social holistic health care
	Yr13	Health & Social Care	Working in health and social care: mental illness
	Yr7	PSHCE	Looking after me: work life balance / personal safety / phones

Physical health & fitness			
	Yr8	MFL	New Years' Resolutions: resolutions for healthier lifestyles in target language
	Yr9	MFL	New Years' Resolutions: resolutions for healthier lifestyles in target language
	Years 7 – 11	PE (core)	Fitness and physical health – discussed in all lessons
	Yr10	Science	Heart and lungs and respiration: coronary heart diseases / causes symptoms and treatments / metabolic rate / respiration and the impact of exercise on respiration
Healthy eating & nutrition	Yrs7–11	Food & Nutrition	Food preparation: basic nutrition and health, food diaries, eat well guides, modifications of recipes for health
	Yr7	History	Did the Industrial Revolution improve lives? Treatment of children in the mills, looking at the food children were given
	Yr8	PSHCE	Lifestyle choices: making choices about diet and exercise / maintaining physical health
	Yr8	Science	Diet: balanced diet / nutrition types / risks of unbalanced diet

	Yr10	MFL	Healthy living: advice for healthy lifestyles including diet, physical activity and sleep
	Yr11	MFL	Healthy living: advice for healthy lifestyles including diet, physical activity and sleep
	Yrs10-11	PE (GCSE)	Diet and nutrition: components of a healthy diet and hydration related to sports and performance
	Yr12	Health & Social Care	Human lifespan and development: basic nutrition and health, food diaries, eat well guides, modifications of recipes for health
	Yr13	Am registration	What is a healthy lifestyle?
Drugs, alcohol & tobacco	Yr7	PSHCE	Looking after me: vaping
	Yr8	PSHCE	Lifestyle choices: understanding drugs / tobacco, risks and influences / alcohol and risk
	Yr8	Science	The body: effects of smoking on gas exchange / the differences between legal and illegal drugs and the effects some of these have on the body (stimulant / depressant) / recreational vs medicinal / alcohol effects and units in different drinks
	Yr9	PSHCE	Responsible choices: drugs

	Yr10	Geography	Changing economic world: Drugs, alcohol and tobacco as a consequence of uneven wealth having implications on health
	Yr10	History	Medicine through time: how lifestyle factors, eg smoking can effect health
	Yr10	MFL	Healthy living: advice for healthy lifestyles, avoiding bad habits such as drinking too much and smoking
	Yr10	Music	The Beatles: taking substances in a world surrounded by drugs and the aftereffects
	Yr11	MFL	Healthy living: advice for healthy lifestyles, avoiding bad habits such as drinking too much and smoking
	Yr12	Health & Social Care	Human lifespan and development: factors affecting development
	Yr13	Am registration	Staying safe: alcohol and binge drinking / recreational drugs
Personal hygiene	Yr7	Looking after me	Hygiene (including oral health)
Sleep & healthy routines	Yrs 7 – 11	Food and Nutrition	Basic nutrition and health: basic nutrition and health, food diaries, eat well guide, modifications of recipes for health

	Yr8	PSHCE	Lifestyle choices: healthy sleep
	Yr10	MFL	Healthy living: advice for good sleep habits
	Yr11	MFL	Healthy living: advice for good sleep habits
First aid (including basic lifesaving)	Yrs10-11	PE (GCSE)	Hazards and risk: hazards and risks in different sports areas, ie sports hall, field etc
Internet safety & harm reduction	Yr7	PSHCE	Positive friendships: friendships online
	Yr9	PSHCE	Responsible choices: online safety
	Yr10	PSHCE	Toxic behaviours: safety online
	Yr12	MFL	Cyberspace: risks of the internet, ways to tackle risks, current strategies / initiatives in target language countries
Health prevention (e.g. illness, vaccinations)	Yr9	Geography	Risky world: malaria, how vaccinations are a way of mitigating the risk of malaria / how illness impacts on death rates and infant mortality and life expectancy in the UK and wider world

	Yr9	Science	Cells: pathogens – what they are and how they damage the body / preventing the spread of pathogens / variety of different named pathogens and the diseases they cause / symptoms / treatments / vaccines and how they work
	Yr10	Science	Cells: pathogens – what they are and how they damage the body / preventing the spread of pathogens / variety of different named pathogens and the diseases they cause / symptoms / treatments / vaccines and how they work
	Yr11	Geography	Risky world: malaria, how vaccinations are a way of mitigating the risk of malaria / how illness impacts on death rates and infant mortality and life expectancy in the UK and wider world
	Yr9	MFL	Healthy living: target language dialogue describing illnesses / injuries and getting advice from a doctor
	Yr13	Am registration	Health related choices, blood, organ and stem cell donation
	Yr13	Health & Social Care	Human biology and health: illness and prevention / medical intervention