



HALEWOOD
ACADEMY

WE SEEK THE BEST

RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY

2026-2027

Version Number: 02

Next Review Date: September 2027

Academy Link: Mrs H Scott

Governor Link: Mrs C Roe

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

1 Location and Dissemination

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

2 Basic Information and Statutory Framework

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

3 Policy Development, Consultation and Availability

- 3.1 The school recognises the important role of parents and carers in RSHE. This policy and the curriculum are developed and reviewed through consultation with parents/carers and, as appropriate, pupils, staff, governors and other stakeholders. The process includes consideration of relevant national and local guidance, staff and pupil feedback, parent/carers views and formal ratification by the governing board.

- 3.2 Parents and carers are informed about the policy and curriculum through the school website, Arbor and communications issued in advance of Personal Development events. Parents/carers may contact the school with questions or concerns and may request access to the curriculum materials used to teach RSHE.

4 The Overall School Aims and Objectives

- 4.1 Halewood Academy is committed to promoting safe, healthy and respectful lives for all pupils. RSHE equips pupils with the knowledge, understanding, values and practical skills required to make informed decisions about relationships, health and wellbeing, to recognise risk, to seek help and to develop confidence and resilience. Underpinning our teaching are Halewood Academy's core values: Respect, Aspiration, Collaboration, Excellent and Resilience.
- 4.2 The aims of RSHE are to provide a safe framework for sensitive discussion; develop self-respect, confidence, empathy, kindness and integrity; promote healthy norms in relationships and health; use accurate and appropriate vocabulary; support pupils to understand their changing bodies and feelings; strengthen understanding of the relationship between physical and mental health; and reduce stigma associated with health concerns, particularly mental health.
- 4.3 The planned RSHE programme is designed to help pupils engage thoughtfully with moral, social, relationship and health-related issues and to develop the knowledge, skills and understanding required to live confident, healthy and independent lives. Teaching is carefully sequenced, builds on prior learning and provides well-chosen opportunities for pupils to apply knowledge to realistic situations.
- 4.4 Core knowledge is organised into manageable units and communicated clearly through a planned programme. Where appropriate, links are made with Science, PE, Computing/ICT, Religious Education and other curriculum areas so that pupils can connect and deepen their learning.

5 Rationale and Definition

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

- 5.2 RSHE includes the physical, emotional, social, moral and legal dimensions of relationships and sexual health. It addresses family life, friendships, respectful relationships, online safety, being safe, intimate and sexual relationships and sexual health. Health education builds on pupils' prior learning and supports them to understand how to protect their physical and mental wellbeing and when a health concern requires attention.
- 5.3 The Personal Development curriculum contributes to safeguarding by responding appropriately to national and local priorities and to themes identified through the school's pastoral and safeguarding systems. Alongside planned Personal Development provision, relevant learning is reinforced through assemblies, form time, curriculum subjects and carefully selected external organisations. Curriculum planning is also informed by appropriate contextual safeguarding intelligence, including themes arising from safeguarding and pastoral records, pupil voice, behaviour information, local safeguarding priorities and information from relevant partner agencies. Leaders use this information to identify emerging risks and determine whether curriculum content, sequencing or reinforcement should be adapted, while maintaining pupils' statutory entitlement.

6 The Intended Learning Outcomes

- 6.1 By the end of Key Stage 3, pupils will have developed knowledge and skills that enable them to manage changing relationships, recognise risks to personal safety, make informed and safe decisions, seek help and support, understand diversity and prejudice, manage peer pressure, develop healthy self-esteem and sustain respectful relationships.
- 6.2 Pupils will develop age-appropriate knowledge of physical and emotional development, healthy lifestyles, mental wellbeing, drugs and alcohol, reproduction and puberty, online interactions, sexual health, the law relating to young people and sources of reliable advice and support.
- 6.3 By the end of Key Stage 4, pupils will further develop their understanding of healthy and unhealthy relationships, consent, sexual health, contraception, pregnancy, marriage and civil partnerships, the influence of media and pornography, online safety, professional health advice, identity and values, exploitation, harmful behaviour and the legal framework relevant to relationships and sexual behaviour.

- 6.4 The curriculum will ensure that pupils learn, at an age-appropriate point, about the law in relation to topics including marriage and forced marriage; civil partnerships; consent and the age of consent; domestic abuse; stalking; rape and sexual offences; female genital mutilation (FGM); virginity testing and hymenoplasty; sexual abuse, harassment and exploitation; public sexual harassment; harmful sexual behaviour; pornography; abortion; protected characteristics; and the age of criminal responsibility.
- 6.5 Online safety teaching will include image and information sharing, the making or sharing of nude and semi-nude images, AI-generated sexual imagery and deepfakes, online sexual harassment and abuse, grooming and sextortion. Pupils will be taught the relevant law, how to recognise unsafe or abusive behaviour and how and where to seek help.

7 How We Will Assess This Learning

- 7.1 Assessment in RSHE is used to identify pupils' developing knowledge and understanding, inform curriculum planning and evaluate the effectiveness of provision. Pupils do not pass or fail RSHE; they are supported to reflect on learning, consider how knowledge applies to real-life contexts and identify appropriate strategies for keeping themselves and others safe and healthy.
- 7.2 Assessment approaches include questioning, discussion, group work, peer and self-assessment, Personal Development books containing 'I do' resources, 'We do' activities and 'Blue Zone' independent work will be included in any quality assurance checks. Regular pupil voice, surveys and questionnaires will also be used. Leaders use this evidence to identify misconceptions, gaps in knowledge and emerging needs and to refine curriculum provision. Two assessment points (MAPS) are also included during the year to formally assess knowledge and understanding of all year groups.

8 Inclusion, Equality and Contextualisation

- 8.1 RSHE will be taught in a manner that is sensitive to pupils' experiences, reflects the diversity of the school community and enables pupils to feel safe, supported and able to engage with key messages. Ground rules will be established and revisited when sensitive topics are taught. Teaching will be adapted according to age, developmental stage, maturity, cultural and religious needs and individual circumstances, while ensuring pupils receive their statutory entitlement.

- 8.2 Pupils will learn about equality, respect, the protected characteristics and protections from discrimination under the Equality Act 2010. Teaching will avoid language and activities that reinforce harmful stereotypes and will promote respect and dignity for all pupils.
- 8.3 When teaching about biological sex and gender reassignment, the school will teach the facts and the law accurately and, in an age-appropriate way. Pupils will understand that the Equality Act 2010 provides protection from discrimination in relation to gender reassignment, as it does for other protected characteristics. Teaching will recognise that, beyond the facts and the law, there is significant debate and the school will not endorse a particular contested view as fact. Teaching will not present social transition as a simple solution to feelings of distress or discomfort and will avoid activities that reinforce gender stereotypes.
- 8.4 Teaching about family life will not stigmatise pupils because of their home circumstances. The curriculum will reflect sensitively the range of family and support structures pupils may experience, including single-parent families, same-sex parents, families headed by grandparents, adoptive and foster families, looked-after children, young carers and kinship care.

9 Pupils with Special Educational Needs and Disabilities

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

10 Topics Covered and Curriculum Responsiveness

- 10.1 Full curriculum details, including key content and themes can be found in Appendix 1. The school may adapt curriculum content to respond to the needs and context of pupils and to address emerging issues in an age-appropriate manner. Where provision deviates materially from the published curriculum, parents and carers will be informed in advance and relevant materials will be made available on request.
- 10.2 Across the curriculum, teaching will be mindful of the law and legal requirements and will not condone or encourage illegal activity, including violent action against people, criminal damage or hate crime.

11 Parent and Carer Involvement and Access to Resources

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

12 Right to Withdraw

- 12.1 Parents/carers have the right to request that their child is withdrawn from the non-statutory/non-science components of sex education within RSHE up to and until three terms before the pupil turns 16. After this point, if the pupil wishes to receive sex education rather than remain withdrawn, the school will make arrangements for them to do so and will ensure pupils know that this option is available.

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

13 Teaching Methods and Delivery

- 13.1 RSHE will be delivered through high-quality, participative and interactive teaching in line with the school's Teaching and Learning policy or specific providers' approach. Sensitive topics will be taught using appropriate strategies such as distancing techniques, clear ground rules and, where helpful, anonymous question boxes. Teachers will listen to pupils' views and answer questions sensitively, honestly and in an age- and stage-appropriate manner.
- 13.2 The school will ensure that teaching does not normalise risky behaviour and that protective and preventative content is introduced without causing unreasonable alarm. Filtering and monitoring arrangements will be managed so that inappropriate over-blocking does not create unreasonable restrictions on the teaching of required RSHE content.
- 13.3 The RSHE programme is delivered through the wider Personal Development curriculum. Personal development opportunities are also reinforced through academic subjects so that pupils can make connections between different areas of learning.
- 13.4 Key Stage 3 provision includes:
- Fortnightly Personal Development lessons;
 - Personal Development events delivered by external agencies;
 - Form-time activities;
 - Themed assemblies across the academic year;
 - Cross-curricular activities and planned or responsive curriculum links;
 - Thought of the Week;

- Appropriately quality-assured external organisations and professionals, including school nurses, the Mental Health Support Team, KOOTH and sexual health professionals.

Key Stage 4 provision includes:

- Fortnightly Personal Development lessons;
- Personal Development events delivered by external agencies;
- Themed assemblies across the academic year;
- Cross-curricular activities and planned or responsive curriculum links;
- Appropriately quality-assured external organisations and professionals, including school nurses, the Mental Health Support Team, KOOTH and sexual health professionals.

14 Use and Quality Assurance of Curriculum Resources

- 14.1 All RSHE resources will be formally considered before use. Leaders will consider whether materials align with statutory RSHE requirements; are age- and developmentally appropriate; are accessible to pupils with SEND; are evidence-based and use robust facts and statistics; come from credible sources; fit the planned curriculum; support effective teaching; and are sensitive to pupils' experiences without unnecessarily provoking distress.
- 14.2 Halewood Academy uses high-quality resources, including materials from the PSHE Association, NSPCC learning, Brook and other credible or government-endorsed sources. Resources will be adapted where appropriate to meet the needs of Halewood Academy pupils while maintaining factual accuracy and statutory coverage.

15 Use of External Organisations and Speakers

- 15.1 The school may work with external organisations to support RSHE delivery; however, Halewood Academy remains responsible for the curriculum content, the materials used and the way pupils are taught. External provision must be accurate, unbiased, age- and stage-appropriate, accessible, sensitive to pupils' needs and consistent with this policy and the school's legal duties, including political impartiality.
- 15.2 Before an external organisation or speaker is used, the school will undertake proportionate checks. These will include reviewing the organisation's approach and proposed resources, confirming the intended curriculum outcomes, considering feedback or case-study materials, checking the credentials of named visitors, reviewing relevant online information, and ensuring normal safeguarding procedures are followed.

- 15.3 The school will ask to see lesson plans and materials in advance and will establish what the visitor intends to say and their position on relevant issues. Visitors must understand the school's expectations regarding confidentiality, safeguarding disclosures, photography and personal data. A member of school staff will remain present during sessions and may intervene or stop a session where necessary.
- 15.4 External organisations will be informed that curriculum content must be capable of being shared with parents and carers. The school will not work with organisations that promote extreme political positions, use materials produced by such organisations, or use providers that will not permit their materials to be shared with parents/carers in accordance with the school's legal obligations.
- 15.5 The school will avoid resources that oversimplify biological sex and gender reassignment, reinforce stereotypes or encourage pupils to question their gender.

16 Roles and Responsibilities

- 16.1 The governing board will approve this policy, hold the Executive Principal to account for its implementation and assure itself that pupils make progress towards the expected educational outcomes; teaching is accessible to pupils with SEND; curriculum content and materials align with statutory guidance; and parents/carers receive clear information about curriculum content, teaching materials, external providers and the right to request withdrawal from sex education.
- 16.2 The Executive Principal is responsible for ensuring that RSHE is taught consistently across the school, that resources and materials are made available to parents/carers on request and that requests for withdrawal are managed in accordance with this policy.
- 16.3 The Assistant Head overseeing Personal Development is responsible for the strategic leadership, curriculum oversight, quality assurance and ongoing development of RSHE, working with other senior leaders, pastoral leaders and curriculum colleagues.
- 16.4 Staff delivering RSHE are responsible for delivering it sensitively and to a high standard; modelling positive attitudes and behaviour; monitoring learning; responding to individual needs; using language that does not perpetuate harmful stereotypes; challenging discriminatory or misogynistic ideas appropriately; and reporting any safeguarding concern or disclosure arising from RSHE immediately in accordance with the school's safeguarding procedures to the Designated Safeguarding Lead (DSL).

- 16.5 Staff do not have a right to opt out of teaching RSHE. Any member of staff who has concerns about teaching particular content should raise these with an appropriate senior leader so that suitable support and guidance can be provided.
- 16.6 Pupils are expected to engage fully with RSHE and to treat others with respect and sensitivity when discussing issues covered by the curriculum.

17 Training

- 17.1 Staff are trained in the delivery of RSHE through induction and continuing professional development. Before sensitive Personal Development content is delivered, staff are given opportunities to review resources, consider potentially difficult questions and seek advice from leaders. The Assistant Head responsible for Personal Development provides additional support where staff wish to discuss particular topics or the needs of individual pupils.
- 17.2 Where appropriate, external professionals such as school nurses and sexual health professionals may contribute to staff training and curriculum development, subject to the same quality-assurance expectations applied to external provision for pupils.

18 Monitoring Arrangements

- 18.1 The delivery and impact of RSHE are monitored by Mrs H Scott, Assistant Head Teacher, and Mr I Critchley, Executive Principal through learning walks, pupil voice, staff voice, review of assessment evidence and quality assurance of curriculum resources and external provision.
- 18.2 Monitoring will consider curriculum coverage and sequencing, the quality and appropriateness of resources, accessibility for pupils with SEND, pupils' knowledge and understanding, and whether provision remains responsive to emerging safeguarding, pastoral and contextual needs.
- 18.3 This policy will be reviewed annually by Mrs H Scott, Assistant Head Teacher. At each review, the policy will be submitted to the governing board for approval.

Appendix 1 – Curriculum Map RSHE

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

YEAR 7			
THEME:	Relationships (RSHE)		
Lesson	Topic	What pupils will learn	Key vocabulary
1	Relationships – concept of identity and explore what makes up our identity	Types of identity: cultural, social, gender, sexual, academic, family, home, peer, online/digital. How identity is formed (influences from family, peers, media, experiences). Importance of respecting and valuing diverse identities.	Cultural, social, gender, sexual, academic, family, home, peer, online, influences
2	Relationships – types of differences that people have and how the effects that stereotypes	The Equality Act 2010: protected characteristics (age, disability, gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion or belief, sex, sexual orientation). Stereotypes: what they are, how they are reinforced in media, and their impact on attitudes and behaviour.	loneliness; belonging; equality; Equality, protected characteristic; age; disability; gender reassignment; marriage or civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation; heterosexual; lesbian; gay; bisexual; same-sex relationship; stereotype; prejudice; discrimination; homophobia; biphobia; hate crime; dignity; respect
3	Relationships – the meaning and impact of bullying and cyberbullying	Bullying definition: repetitive, intentional harm, power imbalance. Types: physical, verbal, emotional, online. Specific behaviours: teasing, exclusion, blackmail, sexting, harassment, baiting, false friendships, banter vs bullying. Responses & support: self-help strategies, peer/friend support, school systems, external services.	bullying; cyberbullying; harassment; banter; conflict; power imbalance; bystander; blackmail; evidence; reporting; support
4	Relationships – What consent means, both legally and ethically	Consent: clear, informed, freely given, ongoing, and reversible. Legal context (age of consent in UK, sexual offences law). Ethical context: respect, boundaries, communication. Scenarios: recognising when consent is/ isn't present.	Equality; diversity; inclusion; protected characteristic; stereotype; prejudice; discrimination; racism; disability; homophobia; sexism; misogyny; mindfulness
5	Relationships – changes that occur during puberty on the human body and how to manage the effect it has on relationships.	Physical changes: hormones, voice, body hair, menstruation, sexual development. Emotional changes: mood swings, identity shifts, self-image. Relationships: managing new feelings, respecting others' experiences, seeking support	Puberty; adolescence; menstruation; menstrual cycle; hygiene; hormones; racism; diversity; inclusion; water safety
6	Relationships – menstrual cycle and products available to support people experiencing this.	Menstrual cycle explained: stages, ovulation, periods. Products: towels, tampons, cups, pants, reusable/sustainable options. Language: avoid terms like "sanitary" or "feminine" products. Promoting understanding and reducing stigma.	menstrual cycle; hygiene; hormones, ovulation, period products, tampon
7	Relationships – qualities of healthy and unhealthy relationships	Healthy relationships: respect, trust, communication, support, equality, independence, healthy boundaries. Unhealthy relationships: control, manipulation, lack of respect, poor communication. Conflict resolution: respectful communication, compromise, seeking help.	relationship; friendship; respect; trust; honesty; boundary; consent; privacy; manipulation; grooming; digital footprint; Artificial Intelligence (AI); deep fake; misinformation; disinformation

YEAR 8			
THEME:	Relationships (RSHE)		
Lesson	Topic	What pupils will learn	Key vocabulary
1	Prejudice and discrimination	Prejudice and discrimination: what they mean and how they link to the Equality Act 2010 and protected characteristics. Impact on relationships: exclusion, unfair treatment, damaged trust. Peer influence: how peer pressure and group think can encourage discrimination. Support available: friends, trusted adults, school systems.	Prejudice and discrimination, protected characteristics, relationships, exclusion, peer pressure
2	Gender stereotypes, prejudice and discrimination in relation to the Equality Act of 2010. Lesson 1 of 2.	Stereotypes: oversimplified/generalised ideas about people (race, gender, age, religion, etc.). Why stereotypes are inaccurate and harmful. Gender stereotypes: rigid beliefs about how men, women, and non-binary people should look or behave. Historical and cultural examples of gender inequality. Forms of prejudice/discrimination: racism, sexism, homophobia, biphobia, transphobia. Being an ally: supporting LGBTQ+ communities and challenging discrimination	Stereotypes, Prejudice and discrimination, gender, inequality, racism, sexism, homophobia, biphobia, transphobia
3	Gender stereotypes, prejudice and discrimination in relation to the Equality Act of 2010. Lesson 2 of 2.	Continuation and consolidation: deeper exploration of stereotypes across society (media, education, workplaces). Impact on individuals and communities: reduced opportunities, negative self-image, exclusion. Challenging stereotypes: respectful discussion, active allyship, using the Equality Act as protection	As above
4	Confidence, <u>self worth</u> and body confidence and how it affects us as people.	Key concepts: confidence, self-worth, self-esteem, resilience. Body confidence: how appearance ideals are shaped by stereotypes and media. Social media influence: impact of selfies, filters, likes, comparison culture. Resilience strategies: recognising strengths, challenging unrealistic expectations.	confidence, self-worth, self-esteem, resilience, selfies, culture
5	Develop realistic and healthy relationship values and expectations. <u>Also</u> we are learning how to challenge unrealistic relationship expectations.	Healthy relationships: based on respect, trust, equality, and communication. Unhealthy expectations: control, unrealistic ideals, pressure to conform. Challenging unrealistic expectations: critical thinking, recognising media influence, valuing individuality.	respect, trust, equality, and communication. Unhealthy expectations: control, unrealistic ideals, pressure, media, individuality
6	Common assumptions related to consent	Consent revisited: clear, informed, freely given, ongoing, and reversible. Common assumptions: "we're friends, so it's ok" / "no means yes" — why these are harmful. Practical skills: saying no, recognising when consent isn't present, asking respectfully. Consequences: emotional, legal, ethical	Consent, clear, informed, freely given, ongoing, and reversible, Consequences, emotional, legal, ethical, respect
7	Youth produced imagery and associated risks including Sextortion.	Youth-produced imagery (sharing nudes/sexting): what it is and why young people share it. Risks: loss of control, sharing without consent, blackmail/sextortion. Signs of sextortion: threats, pressure, secrecy. Support: school staff, CEOP, Childline, trusted adults.	consent, blackmail/sextortion. sextortion: threats, pressure, secrecy

YEAR 9			
THEME:	Relationships (RSHE)		
Lesson	Topic	What pupils will learn	Key vocabulary
1	Different types of families and identify the features of healthy and unhealthy relationships. Lesson 1 of 2.	Family structures: nuclear, single-parent, same-sex parents, blended/reconstituted, communal, extended, lone. Roles and responsibilities of caregivers (protection, provision, emotional support). Healthy family relationships: respect, care, trust, communication. Unhealthy family relationships: neglect, conflict, lack of support. Impact: wellbeing, development, resilience. Introduction to abuse within families and how it affects individual	Nuclear, single-parent, same-sex parents, blended/reconstituted, communal, extended, lone, respect, care, trust, communication, neglect, conflict, lack of support. Impact: wellbeing, development, resilience
2	Different types of families and identify the features of healthy and unhealthy relationships. Lesson 2 of 2.	Recap and consolidation of family types and responsibilities. Case studies: exploring how different families meet needs. Recognising abuse (emotional, physical, neglect) and where to seek support. Respecting differences: families vary but can all provide love and security	As above
3	Develop an understanding of homelessness and the issues surrounding it.	Homelessness defined: lacking stable/permanent housing. Causes: poverty, unemployment, family breakdown, domestic abuse, mental health, lack of affordable housing. Forms: rough sleeping, temporary accommodation, sofa surfing, unsafe housing. Impacts: health, safety, education, employment. Support available: charities, local councils, school safeguarding	stable/permanent housing. Causes: poverty, unemployment, family breakdown, domestic abuse, mental health, lack of affordable housing, sofa surfing, safeguarding, councils
4	Characteristics of positive, diverse and respectful relationships, including in relation to the law, within sexual intimate relationships.	Sexual intimacy: types (foreplay, oral, anal, vaginal) with emphasis on consent, safety, and respect. Sexual orientation: diversity and acceptance. Legal aspects: age of consent, sexual offences law, rights within relationships. Healthy intimate relationships: respect, equality, communication, delaying sex until ready.	Foreplay, oral, anal, vaginal, consent, respect, equality
5	How and why different contraceptives are used.	Contraception methods: barrier (condoms), hormonal (pill, injection, implant, IUD), female condoms (femidom). Effectiveness: typical vs perfect use. Purpose: preventing pregnancy, reducing STI risk. Demonstrations and practical guidance: correct condom use (12-step guide)	Condoms, hormonal, injection, implant
6	Transmission of STIs. Lesson 1 of 2	What STIs are: infections passed through sexual activity. Types: bacterial (chlamydia, gonorrhoea, syphilis), viral (HIV, herpes, HPV), parasitic (trichomoniasis, pubic lice). Transmission routes: sexual contact, blood, pregnancy/birth. Prevention: condoms, regular testing, reducing risky behaviours. Support: GPs, clinics, NHS services. Introduction to <u>PrEP</u> and HIV treatments (current RSHE guidance).	chlamydia, gonorrhoea, syphilis, Transmission, prevention, condoms, treatments
7	Transmission of STIs. Lesson 2 of 2.	Consolidation and case studies: symptoms, myths vs facts, impact on health if untreated. Prevention and support revisited: testing, treatment, condoms, vaccination (HPV). Stigma: challenging misconceptions. <u>PrEP</u> and modern HIV treatments: reducing risk and managing health.	As above

YEAR 10			
THEME:	Relationships (RSHE)		
Lesson	Topic	What pupils will learn	Key vocabulary
1	Consent	Definition of consent in the context of relationships, including sexual activity. The legal framework: age of consent, capacity to consent, and laws relating to sexual activity in the UK. Characteristics of a healthy relationship, including mutual respect, trust, equality and communication. Signs of abuse, such as emotional, physical, sexual and coercive control, and where to seek help. How to give, ask for, recognise, and withdraw consent in different relationship contexts. Sources of support including the school safeguarding team, trusted adults, NHS services and helplines such as Childline and Refuge.	Consent, legal, abuse, healthy, unhealthy, physical coercive, control, safeguarding
2	Sexual Harassment	Definitions of sexual harassment, sexual abuse, sexual assault and rape using accurate legal terms. The differences between each, with clear examples of behaviours that fall into each category. How these behaviours are defined in UK law, including relevant legislation such as the Sexual Offences Act 2003. Myths and misconceptions surrounding sexual violence, for example victim blaming, clothing and alcohol. Consequences of not obtaining consent including legal, social, emotional and psychological impacts. How to report concerns and access support through police, safeguarding leads and specialist charities.	sexual harassment, sexual abuse, sexual assault and rape
3	Values and intimacy	The role of personal values in shaping relationship and intimacy choices. Characteristics of safe and respectful intimate relationships. Recognising concerning behaviours in intimate relationships, such as pressure, coercion or control. Definitions and explanations of abstinence, celibacy and asexuality, including reasons why individuals may choose them. Respecting diversity of relationship choices and values.	Values, relationship, intimacy, pressure, coercion, control, abstinence, celibacy and asexuality
4	Pornography	Definition of pornography and its availability online. Risks and impact of pornography including unrealistic expectations, distorted understanding of consent and intimacy, and desensitisation. Understanding of revenge pornography, including its legal definition, consequences and links to coercion and exploitation. Emerging risks such as AI-generated sexual content and deep fakes, and how these connect to sextortion. Identification of who may be more vulnerable to these harms and why. Where and how to seek support for concerns through school, law enforcement and specialist organisations.	Pornography, desensitisation, deep fakes,
5	Individual's beliefs and actions on community cohesion	Definitions of diversity, beliefs, community cohesion and values. How individual beliefs and actions contribute positively or negatively to community life. Examples of positive community cohesion and tensions arising from differing beliefs. Facts and myths about migration and its impact on society. The importance of respect, tolerance and inclusion in a diverse community.	of diversity, beliefs, community cohesion and values
6	Violent extremism	Definitions of extremism, violent extremism, protest and dissent. Distinctions between legitimate political protest or dissent and unlawful or violent extremist activity. The legal framework in the UK regarding protest and extremism. Understanding the process of radicalisation and identifying warning signs of concerning behaviours. Strategies for responding to worrying behaviours safely, including safeguarding processes and referral pathways such as Prevent	extremism, violent extremism, protest and dissent
7	Radicalisation	Definition of radicalisation and how it impacts communities. The process by which individuals can be manipulated, particularly those who are vulnerable. How extremist groups disguise their intentions to recruit. Historical and contemporary examples of radicalisation and its effects on community cohesion. The importance of resilience, critical thinking and applying knowledge to resist manipulation. Legal frameworks in the UK for addressing radicalisation and safeguarding against it.	Radicalisation extremist, vulnerable

YEAR 11			
THEME:	Relationships (RSHE)		
Lesson	Topic	What pupils will learn	Key vocabulary
1	Role of rights, trust, and values in managing healthy and positive relationships.	The importance of respect, equality, and mutual trust in relationships. Understanding personal rights and boundaries. How values influence relationship choices and expectations. Emotional responses in relationships and how to seek support if needed. The role of active listening and empathy in communication	personal rights and boundaries, respect, equality, and mutual trust
2	Communication and abuse that occurs in types of relationships	Different forms of domestic abuse: Physical, Emotional, Sexual, Financial, Digital, Stalking. Recognising warning signs and symptoms of abuse. Understanding myths around "mutual abuse" and why they are harmful. The cycle of abuse and how it traps victims. The role of healthy communication in preventing unhealthy dynamics. Links between communication, trust, and intimacy.	domestic abuse: Physical, Emotional, Sexual, Financial, Digital, Stalking
3	Seeking consent through pressure and coercion is wrong and how to manage pressure to consent	Definition of consent: freely given, reversible, informed, enthusiastic, specific. Why pressure, persuasion, or coercion invalidates consent. How to communicate assertively about wants, needs, and boundaries. Strategies to handle unwanted attention, including online. Respecting others' right to say no. Where to get support if pressured.	consent: freely given, reversible, informed, enthusiastic, specific, boundaries, persuasion, coercion, pressure
4	Honour-based violence (HBV) and forced marriage and how to access support	Definition of honour-based violence (HBV) and examples of it in practice. How cultural and family pressures can lead to HBV and forced marriage. Distinction between arranged and forced marriage. Legal rights and protections in the UK. Safe ways to access help and support organisations.	honour-based violence (HBV), legal rights, arranged and forced
5	Pregnancy, fertility, and marriage, and evaluate readiness for parenthood.	Understanding fertility and factors that affect it. Knowledge of pregnancy, birth, and miscarriage. Options for unplanned pregnancy: parenting, abortion, adoption, fostering. Qualities of positive parenting and readiness for parenthood. Emotional, social, and financial implications of marriage and parenthood. about unplanned pregnancy options, including abortion. About adoption and fostering	pregnancy, birth, and miscarriage, fertility, pregnancy: parenting, abortion, adoption, fostering
6	changing families over time and managing change, loss, and grief.	Different family structures and how they change (e.g. separation, remarriage, blended families). Coping with change, including moving house, school, or family breakdown. Understanding grief and bereavement. Healthy coping mechanisms and where to find support. Building resilience during transitions.	separation, remarriage, blended families, breakdown, bereavement, coping

Appendix 2 – By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	• That there are different types of committed, stable relationships • How these relationships might contribute to wellbeing, and their importance for bringing up children • Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony • That 'common-law marriage' is a myth, and cohabitants do not obtain marriage-like status or rights from living together or by having children • That forced marriage and marriage before the age of 18 are illegal • How families and relationships change over time, including through birth, death, separation and new relationships. • The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development • How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust
Respectful Relationships, including Friendships	• About the characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships • How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal • The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others • What tolerance requires, including the importance of tolerance of other people's beliefs • The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict • The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help • Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration • The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care and attention to the needs and vulnerabilities of the other person, as

TOPIC	PUPILS SHOULD KNOW
	well as an awareness of power dynamics. Pupils should understand that just because someone says 'yes' to doing something that doesn't automatically make it ethically okay • How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice • How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others • How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others • How some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called 'involuntary celibates' (incels) or online influencers
Online Safety and Awareness	• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. They should also understand the difference between public and private online spaces and related safety issues • Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images • About the characteristics of social media, including that some social media accounts are fake, and/or may post things which aren't real or have been created with AI. They should also know that social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online • That keeping or forwarding indecent or sexual images of someone under 18 is a crime (even if the photo is of themselves or someone who has consented, and even if the photo was created by that child and/or using AI generated imagery). The potentially serious consequences of acquiring or generating images, indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. That sharing indecent images of people over 18 without their consent is also a crime • How to seek support. They should also understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared • What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online • About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them

TOPIC	PUPILS SHOULD KNOW
	• That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons • Where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamourise behaviours which are unhealthy and wrong • That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice • How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns • That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. That this can affect people who see pornographic content accidentally, as well as those who see it deliberately. That pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it • How information and data is generated, collected, shared and used online • That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (for example, to enable targeted advertising) • That criminals can operate online scams, such as using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion • That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. That it is important to be able to critically think about new types of technology as they appear online and how they might pose a risk
Being Safe	• How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent • That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others • How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others if needed • How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. About ways of seeking help when needed and how to report harmful behaviour. That there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. About the importance of trusting their instincts when something doesn't feel right, and they should understand that in some situations a person might appear trustworthy but have harmful intentions • What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it

TOPIC	PUPILS SHOULD KNOW
	• That sexual harassment includes unsolicited sexual language, attention or touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting • About concepts, laws and where to find support relating to: ○ Sexual violence, including rape and sexual assault ○ Harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language ○ Domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour ○ Harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation ○ Forced marriage ○ The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible • That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed • That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury • That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death • That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful • How to seek support for their own worrying or abusive behaviour, or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse and where to seek medical attention when required, for example after an assault
Intimate and Sexual Relationships, including Sexual Health	• That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive • The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex • About sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, such as the law, their faith and family values. That kindness and care for others require more than just consent • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • That some sexual behaviours can be harmful

TOPIC	PUPILS SHOULD KNOW
	• The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making • That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted. How risk can be reduced through safer sex (including through condom use) • About the use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and post exposure prophylaxis (PEP), and how and where to access them. The importance of, and facts about, regular testing and the role of stigma • About the prevalence of STIs, the short and long-term impact they can have on those who contract them, and key facts about treatment • How the use of alcohol and drugs can lead people to take risks in their sexual behaviour • How and where to seek support for concerns around sexual relationships including sexual violence or harms • How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment
Mental Wellbeing	• How to talk about their emotions accurately and sensitively, using appropriate vocabulary • The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness • That happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed • That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal • Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully-presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions • How to critically evaluate which activities will contribute to their overall wellbeing • How to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it's possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it. • That gambling can lead to serious mental health harms, including anxiety, depression, and suicide, and that some gambling products are more likely to cause these harms than others • That the co-occurrence of alcohol/drug use and poor mental health is common and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug use can trigger mental health problems or exacerbate existing ones • That stopping smoking can improve people's mental health and decrease anxiety

TOPIC	PUPILS SHOULD KNOW
Wellbeing Online	• About the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing • The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image); how people may curate a specific image of their life online; the impact that an over-reliance on online relationships, including relationships formed through social media, can have • How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours • About the risks related to online gambling and gambling-like content within gaming, including the accumulation of debt • How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories • About the risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online • About the serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it
Physical Health and Fitness	• The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health • Factual information about the prevalence and characteristics of more serious health conditions • That physical activity can promote wellbeing and combat stress • The science relating to blood, organ and stem cell donation
Healthy Eating	• How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease • The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease • About the impacts of alcohol on diet and unhealthy weight gain
Drugs, Alcohol, Tobacco and Vaping	• The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health • About the law relating to the supply and possession of illegal substances • About the physical and psychological risks associated with alcohol consumption • What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England • How to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol • About the physical and psychological consequences of problem-use of alcohol, including alcohol dependency • About the dangers of the misuse of prescribed and over-the-counter medicines

TOPIC	PUPILS SHOULD KNOW
	• The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so • The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit
Health Protection and Prevention, and Understanding the Healthcare System	• Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics • Dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing consumption of sugar-containing food and drinks, and regular check-ups at the dentist • How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals • The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening • The facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils • The importance of sufficient good-quality sleep for good health, the importance of screen-free time before bed and removing phones from the bedroom, and how a lack of sleep can affect weight, mood and ability to learn • The importance of healthy behaviours before and during pregnancy, including the importance of pre-conception health, including taking folic acid. The importance of pelvic floor health. Information on miscarriage and pregnancy loss, and how to access care and support • How to navigate their local healthcare system: what a GP is; when to use A&E / minor injuries; accessing sexual health and family planning clinics; the role of local pharmacies; and how to seek help via local third-sector partners which may have specialist services • The concept of Gillick competence. That the legal age of medical consent is 16. That before this, a child's parents will have responsibility for consenting to medical treatment on their behalf unless they are Gillick competent to take this decision for themselves. Pupils should understand the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment
Personal Safety	• How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways – including level crossings - and water (including the water safety code), and in unfamiliar social or work settings (for example the first time a young person goes on holiday without their parents) • How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media • How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure • Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime

TOPIC	PUPILS SHOULD KNOW
	• The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an educational tool. Children should be taught that carrying weapons is uncommon, and should not be scared into the perception that many young people are carrying knives (which can lead to the misconception that they need to carry a knife too) • The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern
Basic First Aid	• Basic treatment for common injuries and ailments • Life-saving skills, including how to administer CPR • The purpose of defibrillators, when one might be needed and who can use them
Developing Bodies	• The main changes which take place in males and females, and the implications for emotional and physical health • The facts about puberty, the changing adolescent body, including brain development • About menstrual and gynaecological health, including: what is an average period; period problems such as premenstrual syndrome; heavy menstrual bleeding; endometriosis; and polycystic ovary syndrome (PCOS). When to seek help from healthcare professionals • The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women