

Personal, Social and Health Education

Relationships and Sex Education policy (Secondary) 2026/27

Policy Owner	Head of Personal Development
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1. Policy Statement

At Creative Education Trust, we are committed to delivering a high-quality, inclusive and age-appropriate Relationships and Sex Education (RSHE) curriculum that supports students to:

- Develop positive, respectful relationships
- Understand health, wellbeing and safety
- Build character, confidence and resilience
- Navigate the complex social and digital world

Our RSHE provision is rooted in our values of **Ambition, Opportunity and Equity** and is a core component of our wider PSHE curriculum. It ensures that all students are prepared for life in modern Britain.

Our vision is that students will leave Abbeyfield School able to make informed decisions about their physical, mental and sexual health and wellbeing, while showing respect for the rights, safety and wellbeing of others. We are committed to providing a personal development education that enables all students to thrive in life and make a positive contribution to society.

RSHE is a key part of our safeguarding provision. It equips students with the knowledge, skills and confidence to recognise risk, seek support and make informed decisions, supporting the prevention of harm and the development of positive character.

For the purposes of this policy, RSHE refers collectively to Relationships, Sex and Health Education.

2. Statutory Requirements

This policy reflects statutory guidance issued by the Department for Education under:

- Education Act 2002 (Section 80A)
- Education Act 1996 (Section 403)
- Equality Act 2010
- DFE guidance Relationships and Sex Education and Health Education
- Keeping Children Safe in Education 2025
- British Values
- Prevent

The updated guidance published in 2025 is statutory from September 2026, and schools must have regard to it.

Creative Education Trust Schools must have full regard to this guidance and any updates when preparing delivery of these subjects.

The school will provide:

- Relationships Education (primary)
- Relationships and Sex Education (RSHE) (secondary)
- Health Education (all phases)

3. Definition of RSHE and Health Education

RSHE is comprised of Relationships Education, Sex Education and Health Education, which together equip students with the knowledge, skills and values to lead safe, healthy and fulfilling lives. At CET, we believe that to be effective, RSHE should be taught within a broader Personal Development programme which includes topics on anti-bullying, physical and mental health, careers and employability education, financial education, together with the development of key skills including oracy and communication, personal responsibility, agency and critical thinking.

a. Relationships Education

Relationships Education focuses on the fundamental building blocks of positive relationships and how to live and work together respectfully.

It includes learning about:

- Friendships, family relationships and relationships with peers and adults
- Respect, kindness and mutual understanding
- Boundaries and personal safety, including age-appropriate understanding of consent
- Recognising unhealthy or unsafe relationships, including abuse
- How to seek help and support, both online and offline

Relationships Education is statutory for all students and cannot be withdrawn from. It enables students to develop the knowledge and skills to form and maintain healthy, respectful relationships, now and in the future.

b. Sex Education

Sex Education forms part of the wider RSHE curriculum but refers specifically to the statutory elements that go beyond the content covered in:

- Relationships Education
- Health Education
- National Curriculum Science

Sex Education includes teaching about:

- The physical and emotional aspects of intimate sexual relationships
- Sexual behaviour within relationships
- Detailed understanding of sexual health, including contraception and sexually transmitted infections, where this is not covered through the science curriculum

This content is delivered in an age-appropriate, sensitive and inclusive manner, supporting students to understand safe, healthy and consensual intimate relationships.

Parents have the right to request that their child be withdrawn from some or all of this Sex Education. This right does not apply to statutory content delivered through Relationships Education, Health Education or the National Curriculum for Science.

c. Health Education

Health Education is a statutory component of the curriculum that supports students to understand and manage their physical health and mental wellbeing, recognising this as a normal and essential part of everyday life.

It includes learning about:

- Mental health, emotional wellbeing and resilience
- Healthy lifestyles, including nutrition, exercise and sleep
- Personal hygiene and physical health
- Risk, safety and the prevention of harm, including online

Health Education equips students with the knowledge and skills to maintain their wellbeing, manage challenges and seek support when needed, enabling them to lead healthy, balanced lives.

4. Aims of Relationships and Sex Education (RSHE)

Our RSHE curriculum aims to equip all students with the knowledge, skills and confidence to navigate relationships, identity and the wider world safely and successfully.

Through a coherent and inclusive programme, we aim to:

- **Develop the person**
Build self-awareness, confidence and emotional literacy so students understand who they are, how they feel and how their actions impact others.
- **Shape purposeful choices**
Enable students to make informed, responsible decisions about relationships, health and wellbeing, recognising risk and exercising agency — *because what they do matters*.
- **Prepare positive pathways**
Equip students with the understanding and skills to form healthy, respectful relationships, now and in the future, including in online environments.
- **Promote safety in a complex world**
Ensure students can recognise, understand and respond to risk, including online harms, exploitation, harmful influences and unhealthy relationship behaviours.
- **Champion respect and inclusion**
Foster a culture of respect, equality and belonging, where diversity is understood, valued and protected.

- **Strengthen wellbeing and resilience**
Support students to understand and manage their mental and physical health, developing resilience, coping strategies and help-seeking behaviours.
- **Enable confident communication and critical thinking**
Give students the language, confidence and critical thinking skills to challenge harmful norms, resist pressure and engage in respectful dialogue.
- **Prepare for life in modern Britain**
Develop students as active, informed citizens, able to contribute positively to society and navigate the responsibilities of adult life.

5. Delivery of the curriculum

RSHE is delivered through a **planned, progressive programme** that is primarily taught through discrete PSHE lessons, and reinforced across the wider curriculum, including Science, Religious Education (RE), Physical Education (PE), Computing (IT), tutor time activities and assemblies.

This ensures that key themes are revisited and contextualised in different settings, supporting students to make meaningful connections in their learning. RSHE is delivered by trained staff, including teachers and form tutors, who are supported through ongoing professional development to ensure confident and effective delivery. The school may also draw on external specialists and organisations to enhance provision, ensuring that any visitors are appropriately vetted and that all content is aligned with the school's curriculum and safeguarding procedures. The school retains responsibility for all curriculum content delivered by external providers.

The curriculum is carefully sequenced to revisit and deepen learning over time in a developmentally appropriate manner, enabling students to build secure knowledge, understanding and confidence as they mature.

Students will be taught in mixed ability and mixed gender groups but if appropriate some topics or aspects of the curriculum may be delivered in single sex groups. The teaching of RSHE will be handled sensitively by teachers and it will be common practice that:

- Neither teacher or student will be expected or are required to answer a personal question
- No-one will be forced to take part in a discussion
- Sensitivity will be shown towards those of faith backgrounds

A variety of teaching and learning styles will be used to give students relevant information to enable moral issues to be explored through discussion and to acquire appropriate skills.

6. Roles and Responsibilities

a. Academy Board

Responsible for approval of the policy. They will ensure that the curriculum is compliant with statutory guidance, accessible to all students including those with

SEND, appropriately monitored for impact and safeguarding effectiveness, and that parents receive clear information regarding curriculum content and withdrawal rights.

b. Academy Council

Responsible for the monitoring of the RSHE curriculum through the termly reports to the Academy Council and holding the principal to account for its implementation

c. The Principal

- The Principal is responsible for the overall implementation of the policy providing strategic leadership and accountability
- Ensuring staff are suitably trained to deliver the topics and subject and that the subject is suitably resourced
- Ensuring that parents, students and staff are consulted on the policy
- Ensuring that parents are aware of what is taught and when particularly in reference to sex education
- Reviewing requests from parents to withdraw their children from components of the subject
- Ensure that safeguarding is embedded throughout RSHE
- Reviewing this policy annually and reporting to the Academy council on the effectiveness of the policy

d. The RSHE Subject lead

The RSHE Lead will:

- Design and oversee the RSHE curriculum
- Ensure alignment with statutory guidance and safeguarding priorities
- Lead staff training and CPD
- Monitor quality of teaching and curriculum impact
- Support staff with sensitive content and safeguarding concerns
- Ensure curriculum reflects contextual safeguarding intelligence

e. Teaching staff

Teaching staff will:

- Deliver a high quality and age-appropriate curriculum in a safe respectful and inclusive environment.
- Model a positive open attitude
- Provide opportunities for discussion, critical thinking and reflection and feedback
- Respond appropriately to safeguarding concerns
- Engage in ongoing training and development to ensure engaging, relevant delivery and development of the PD Framework.

7. Working with parents

The school recognises that parents and carers are the primary educators of their children and are key partners in supporting students' learning in Relationships and Sex Education (RSHE).

The school will work in partnership with parents by:

- Consulting with parents when developing and reviewing the RSHE policy to ensure it reflects the needs of the school community
- Providing clear and accessible information about the RSHE curriculum, including what is taught and when
- Giving parents the opportunity to view curriculum materials used to teach Relationships and Sex Education and Health Education on request. The school will ensure that any external providers do not place restrictions on parents accessing curriculum materials. Parents can ask questions and discuss curriculum content with the subject teacher or Personal Development lead.
- Supporting parents to engage in conversations with their children about relationships, health and wellbeing
- Ensuring that parents understand their rights in relation to withdrawal from sex education

Information about the RSHE curriculum will be made available through the school website, policy documents and direct communication with parents. The school will ensure that communication is clear, transparent and responsive to parental feedback.

The school is committed to maintaining an open and constructive dialogue with parents and will take account of views expressed through consultation when reviewing the policy, while ensuring that statutory requirements are met.

8. Parental Right to Withdraw from Sex Education

Parents have the right to request that their child be withdrawn from lesson content that is deemed to be the sex education component delivered as part of statutory Relationships and Sex Education (RSHE) in accordance with section 405 of the Education Act 1996 and the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.

This right applies to sex education only. It does not apply to:

- **Relationships Education**
- **Health Education**
- **National Curriculum Science** (including aspects of reproduction)
- **Safeguarding content designed to keep children safe**

This includes learning related to:

- healthy and respectful relationships

- consent, boundaries and personal safety
- online safety and harmful online content
- bullying, harassment and abuse
- sexual harassment and sexual violence
- exploitation, coercion and grooming
- domestic abuse
- puberty and physical development
- reproduction taught within the science curriculum.

At Creative Education Trust, sex education is defined as learning specifically related to:

- choices related to sexual activity and sexual relationships, including delaying sex
- sexual intimacy and sexual behaviour within intimate relationships
- contraception, including contraception choices, effectiveness and use
- safer sex practices, including condom use
- the sexual transmission and prevention of sexually transmitted infections, including HIV
- pregnancy and pregnancy choices, including continuing a pregnancy, adoption or abortion
- accessing sexual and reproductive health advice and services.

a. Process for Withdrawal

- Parents wishing to withdraw their child should make a request in writing to the Principal
- The Principal or the Vice Principal for Personal Development will arrange a meeting with the parent/carer to:
 - Discuss the request
 - Clarify the content of the curriculum
 - Explore any concerns
 - Explain the benefits of receiving RSHE
 -
- Following this discussion, the school will respect the parent's decision, except in the exceptional circumstances outlined below.

b. Right to opt Back In (Student Autonomy)

In line with statutory guidance:

- In the three terms before a student turns 16, if they have previously been withdrawn from sex education, the school will
 - Inform the student of their right to opt into sex education independently of their parents
- If the student chooses to opt in:
 - The school will make arrangements for them to receive sex education during one of those terms
- This ensures that all students have the opportunity to receive essential knowledge before the end of compulsory education

c. Exceptional Circumstances

The Principal may determine that a student should receive sex education despite a parental request for withdrawal if:

- The student is at risk of harm, or
- If it is considered necessary to protect the student from significant safeguarding risk or harm

This decision will be made in line with:

- The school's safeguarding duties
- The best interests of the child

d. Provision for Withdrawn Students

- Students who are withdrawn will be provided with appropriate, purposeful alternative education during this time.
- The school will ensure that withdrawal does not lead to stigma or disadvantage.

e. Record Keeping

- All requests for withdrawal and outcomes of discussions will be formally recorded on the student's school record and CPOMS.

9. Inclusion and Equality

Abbeyfield School is committed to delivering a Relationships and Sex Education (RSHE) curriculum that is inclusive, accessible and reflective of the diverse society in which students live.

In line with the Equality Act 2010, all students are entitled to receive high-quality RSHE, regardless of ethnicity, gender, religion or belief, disability, sexual orientation, or socio-economic background.

a. Inclusive Provision

RSHE will be delivered in a way that is inclusive, respectful and responsive to students' needs, ensuring all students feel safe, represented and able to participate.

- Reflect and promote diversity, equality and inclusion, modelling positive and respectful behaviours
- Foster a strong sense of belonging and respect for others
- Challenge prejudice, discrimination and harmful stereotypes, including everyday sexism, misogyny, homophobia and gender stereotyping
- Be responsive to contextual safeguarding risks, equipping students to recognise harm, stay safe and access support
- Ensure all students feel represented, valued and included within the curriculum

- Create and maintain a safe, respectful learning environment where all students can engage confidently
- Use language and resources that promote equality and respect
- Take proactive steps to ensure no student feels excluded, stigmatised or marginalised
- Respond appropriately to discriminatory language or behaviour in line with school policy
- Deliver teaching that is sensitive, age-appropriate and accessible to all learners

b. Supporting Students with SEND

Abbeyfield School recognises that students with Special Educational Needs and Disabilities (SEND) may be more vulnerable to risk and exploitation, and may require additional support to understand relationships, boundaries and safety.

To ensure equitable access, the school will:

- Adapt teaching approaches and materials to meet individual needs
- Use clear, structured and explicit teaching of key concepts
- Provide additional support where needed to develop understanding of consent, communication and personal safety
- Work closely with SEND and safeguarding teams to ensure provision is appropriate and effective

10. Staff Training

All staff members within the academy are trained on induction to ensure they are conversant with the Relationship Education, Health Education and Sex Education curriculum.

Members of staff responsible for teaching RSHE and PSHE will undergo further training on a termly basis led by the subject leader for RSHE/PSHE/Personal Development, to ensure they are fully equipped to teach the subject effectively. They might invite wider professionals to provide support and training for sensitive topics (e.g. sexual health professionals).

Additional training of all staff will take place around any updated guidance which may need to be addressed in relation to the curriculum. The RSHE lead will work collaboratively with the Designated Safeguarding Lead to give a joined-up approach to contextual safeguarding.

11. Monitoring Evaluation and Review

Creative Education Trust will monitor the implementation and impact of the RSHE policy through Academy Council reports, Team around the School days and the Annual Inclusion review.

At school level, RSHE will be monitored through:

- Lesson observations and learning walks
- Curriculum audits and mapping
- Student voice and feedback
- Safeguarding data, trends and contextual intelligence
- Participation and engagement data.

Teachers of RSHE/PSHE and form tutors will assess student understanding through lesson engagement, discussion, scenario assessments and student voice.

The RSHE/PSHE lead will;

- Report termly to the Academy Council enabling appropriate challenge, support and oversight
- Monitor the impact on students' knowledge, attitudes and safety
- Use findings to inform curriculum development and safeguarding priorities
- Meet regularly with inclusion and safeguarding colleagues to review emerging needs, share intelligence and take proactive action to address risks and support students.

This policy will be reviewed annually with parents, staff, students and trustees and will be updated in response to:

- Changes in statutory guidance
- Emerging safeguarding risks
- Evaluation findings and schools' improvement priorities.

12. Safeguarding and Confidentiality

RSHE is a key component of the school's safeguarding provision. Through the curriculum, students are supported to recognise risk, understand healthy and unhealthy relationships, and develop the confidence to seek help.

a. Safeguarding

RSHE is delivered within a safe, supportive and well-managed environment, where students feel able to engage in discussion and ask questions. Teaching is carefully planned to be age-appropriate and sensitive, recognising the diverse experiences and needs of students. In line with Keeping Children Safe in Education, the schools use the curriculum to, including RSHE to provide early, evidence based safeguarding education, ensuring students develop the social, emotional and decision-making skills to recognise risk and stay safe.

The school ensures that:

- RSHE reflects current safeguarding risks, including online harm, exploitation, peer-on-peer abuse and harmful influences
- Teaching is responsive to contextual safeguarding intelligence, including local and school-based concerns

- Students are explicitly taught how and where to seek help, both within school and externally
- Staff are trained to recognise and respond to signs of vulnerability or disclosure.

All staff delivering RSHE understand that safeguarding is paramount and that the curriculum may lead to disclosures or concerns being raised.

Any safeguarding concerns will be managed in line with the school's Child Protection Policy, including appropriate recording and referral procedures.

b. Confidentiality

The school recognises that effective RSHE requires an environment of trust and openness. Ground rules are established in lessons to support respectful discussion and ensure students feel safe to participate.

However, staff cannot offer unconditional confidentiality to students.

Students will be made aware that:

- If they disclose information that suggests they are at risk of harm, or that others may be at risk, staff have a duty to share this information with the Designated Safeguarding Lead (DSL)
- Information will only be shared with those who need to know, in order to protect and support the student

Staff will:

- Listen sensitively and respond appropriately to disclosures
- Reassure students that they have been heard and supported
- Avoid making promises of confidentiality
- Follow school safeguarding procedures at all times, reporting and recording disclosures in a timely manner.

Where appropriate, students will be supported to access additional help and guidance, including pastoral support, safeguarding teams or external services.

To support safeguarding and appropriate discussion, staff will:

- Establish and maintain clear classroom ground rules
- Use distancing techniques (e.g. scenarios) when exploring sensitive issues
- Ensure that no student is required to share personal experiences
- Manage discussions carefully to avoid distress or harm.

This policy should be read alongside:

- Abbeyfield School Child Protection and CET Safeguarding Policy
- CET Online Safety Policy
- CET Behaviour Policy
- DFE Working Together to Safeguard Children

- DFE Online Safety Guidance
- DFE Keeping Children Safe in Education.

RSHE contributes to a whole-school safeguarding culture, ensuring that students are informed, protected and empowered.

13. Statutory Curriculum Content

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. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony.
4. That 'common-law marriage' is a myth, and cohabitants do not obtain marriage-like status or rights from living together or by having children.
5. That forced marriage and marrying before the age of 18 are illegal.
6. How families and relationships change over time, including through birth, death, separation and new relationships.
7. The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development.
8. How to judge when a relationship is unsafe and where to seek help when needed, including when students 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, students 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. Students 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. Students 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 students can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict.
6. The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help.
7. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.
8. The role of consent, including in romantic and sexual relationships. Students 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. Students should understand that just because someone says yes to doing something, that doesn't automatically make it ethically acceptable.
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). Students 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. Students should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called "involuntary celibates" (incels) or online influencers.

Online safety and awareness

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. Students 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. Students 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. Students 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. Students 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. Students 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. Students 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. Students should be taught where to go for advice and support about something they have seen online. Students should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong.

9. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.

10. How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns.

11. That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect students 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 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. Students should learn ways of seeking help when needed and how to report harmful behaviour. Students 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. Students might reflect on the importance of trusting their instincts when something doesn't feel right and should understand that in some situations a person might appear trustworthy but have harmful intentions.

5. What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it.
6. That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting.
7. The concepts and laws relating to sexual violence, including rape and sexual assault.
8. The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language.
9. The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.
10. That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.
11. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.
12. The concepts and laws relating to forced marriage.
13. The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible.
14. That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death.
15. That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful.
16. How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault.

Intimate and sexual relationships, including sexual health

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. Students 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.

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. Students 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 bidirectional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug use can trigger mental health problems or exacerbate existing ones. That stopping smoking can improve people's mental health and decrease anxiety.

Wellbeing online

1. About the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
2. The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image); how people may curate a specific image of their life online; the impact that an over-reliance on online relationships, including relationships formed through social media, can have.
3. How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.

4. The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt.
5. How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories.
6. The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online.
7. The serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it.

Physical health and fitness

1. The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health.
2. Factual information about the prevalence and characteristics of more serious health conditions.
3. That physical activity can promote wellbeing and combat stress.
4. The science relating to blood, organ and stem cell donation.

Healthy eating

1. How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease.
2. The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease.
3. The impacts of alcohol on diet and unhealthy weight gain.

Drugs, alcohol, tobacco and vaping

1. The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health.
2. The law relating to the supply and possession of illegal substances.
3. The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol.

4. The physical and psychological consequences of problem-use of alcohol, including alcohol dependency.
5. The dangers of the misuse of prescribed and over-the-counter medicines.
6. The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so.
7. The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.

Health protection and prevention, and understanding the healthcare system

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 students.
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 preconception 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. Students should understand the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment.

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 students' 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 students are worried about violence and/or knife crime.
5. The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an educational tool. Children should be taught that carrying weapons is uncommon and should not be scared into the perception that many young people are carrying knives (which can lead to the misconception that they need to carry a knife too).
6. The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern.

Basic first aid

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.

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.

14. Academy Curriculum map & content

Each academy must append its local curriculum overview and sequencing model.