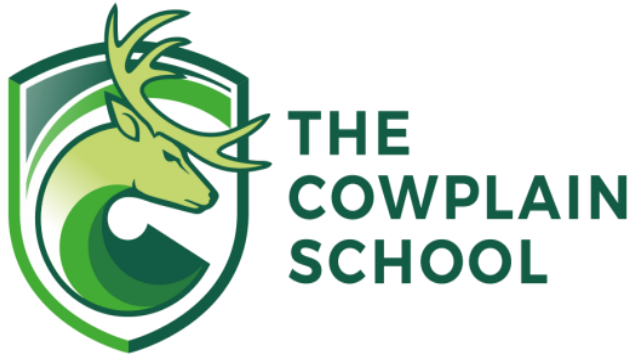




The Cowplain School

Work hard. Enjoy learning. Achieve highly.

Relationships, Sex and Health Education Policy

Adopted: Summer 2026

Review Date: Summer 2027

Section 1

The Cowplain School is committed to delivering a relevant, effective and responsible Relationships, Sex Education and Health Education (RSHE) programme in line with statutory guidance.

This policy aligns with our school ethos: *Work Hard, Enjoy Learning, Achieve Highly* and curriculum aims of *Thinking Hard, Developing Character* and *Understanding Diversity*.

The policy is available on the School website and is reviewed and approved by the Academy Trust annually.

1.1 Aims

At The Cowplain School, the aims of RSHE education are to:

- Deliver high quality, evidence-based and age-appropriate RSHE.
- Ensure comprehensive coverage of statutory content.
- Foster a positive, inclusive culture around sexuality, identity and healthy relationships.
- Create a structured and safe framework for the delivery of sensitive topics.
- Support students in developing resilience, confidence, empathy and self-respect.
- Enable students to know how and where to access help and support.
- Ensure students can critically evaluate online content.
- Ensure students understand legal and ethical implications of behaviour.
- Promote safeguarding awareness, enabling students to recognise risk, abuse and exploitation.

1.2 Definitions

Relationships, Sex and Health Education (RSHE)

RSHE is:

- Lifelong learning enhancing the emotional, social and cultural development of students.
- Knowledge of respectful relationships, sexual health, consent and safe choices, giving students confidence to make sound decisions when facing risks or challenges.
- The explicit teaching of relevant laws (e.g. consent, online behaviour, abuse, image sharing) in a factual and age-appropriate way.

Regarding the Relationships aspect, knowledge includes:

- Friendships, the importance of caring, stable and mutually supportive relationships, and understanding feelings when in a relationship.

- The different types of committed, stable relationships, the characteristics and legal status of other types of long-term relationships, the importance of marriage as a relationship choice and why it must be freely entered into.
- How relationships can contribute to human happiness and their importance for raising children, highlighting the roles and responsibilities of parents with respect to raising children and characteristics of successful parenting.
- Judgement about when relationships have become unsafe, seeking help or advice and reporting concerns about others.

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

1.3 Roles and responsibilities

The Academy Trust

The Academy Trust will monitor and evaluate the impact of the policy by reviewing students' progress in achieving the expected educational outcomes. They will hold the Principal to account for the implementation of the policy.

The Principal and Senior Leadership Team

The Principal, with support from the Senior Leadership Team, will ensure that staff are supported and up to date with policy changes. They will ensure that RSHE is well led, effectively managed and well planned across various subjects (to avoid unnecessary duplication of topics) and that the quality of provision is subject to regular and effective self-evaluation.

The Head of School will manage and monitor requests to withdraw students from the non-statutory and non-science components of sex education.

The Senior Leadership Team will ensure that teaching is age-appropriate, delivered in ways that are accessible to all students with SEND and that the subjects are resourced, staffed and timetabled appropriately. They will ensure that teaching delivered by any external organisation is age-appropriate and accessible for students. They will liaise with parents regarding any concerns or opinions regarding RSHE provision.

Staff

Teachers of RSHE are responsible for:

- Ensuring that they are up to date with school policy and curriculum requirements.

- Attend and engage in professional development training to support the delivery of RSHE.
- Delivering RSHE in a sensitive way, ensuring they do not express personal views or beliefs when delivering the curriculum.
- Modelling positive attitudes towards RSHE.
- Monitoring student progress in RSHE.
- Encourage students to speak to staff about concerns regarding their social, personal and emotional development, making clear that confidentiality cannot be guaranteed where safeguarding concerns arise.
- Apply school Safeguarding practices, procedures and policies to any disclosures that are made to staff as part of delivering the RSHE curriculum.

Parents

The Cowplain School expects parents to share the responsibility of relationships and sex education and support their children's personal, social and emotional development. We encourage parents to create an open home environment where students can engage, discuss and continue to learn about matters that have been raised through school RSHE. Parents are also encouraged to seek additional support in this from the school where they feel it is needed. Parents can view all RSHE materials, including those from external agencies via meetings, presentations or digital systems.

Students

Students are expected to attend the RSHE lessons that are in their school timetable and take them seriously. Although they are not assessed through examination, these classes are still an essential part of the curriculum and a tool to aid personal development. The school expects students to recognise this.

Students should support one another with issues that arise through RSHE by listening in class and being considerate of other people's feelings and beliefs. Discussions should be respectful. Students who regularly fail to follow these standards of behaviour will be dealt with under the **School Behaviour Policy**.

Students are encouraged to speak to staff regarding any concerns they have in school related to relationships, sex education or otherwise; however, staff cannot guarantee confidentiality where safeguarding concerns arise

1.4 The Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act (1996) Sections 406 and 407
- The Equality Act (2010)

- DfE (2024) 'Keeping Children Safe in Education'
- DfE (2025) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2015) 'National Curriculum in England: Science Programmes of Study'
- Children and Social Work Act (2017)

1.5 Policy Development

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

Review – a member of staff or working group pulled together all relevant information including national and local guidance.

Staff Consultation – all school staff were given the opportunity to look at the policy and make recommendations.

Parent Consultation – parents were invited to share their views via email or an electronic form.

Student Consultation – we investigated exactly what students want from their RSHE provision.

Ratification – once amendments were made, the policy was shared with Trustees and ratified.

Section 2

2.1 Curriculum

Our RSHE curriculum is set out as per Appendix 1.

The RSHE curriculum is spiral and progressive from Year 7 to Year 11, adapting to student needs and current issues. This may result with in-year changes as and when necessary. The curriculum is always age appropriate.

RSHE will be delivered in RSHE lessons and in Physical Education, Reflection Time and Science.

The curriculum will build on the foundation of the Relationships Education delivered in primary school. By the end of secondary school The Cowplain School expects students to know the information set out at Appendix 2.

The school believes that an integrated, whole-school approach to the teaching and promotion of health and wellbeing will have a positive impact on behaviour and attainment. By the end of secondary school The Cowplain School expects students to know the information set out at Appendix 3.

The planned curriculum covers all statutory guidance, including the changes from the guidance published in 2025.

There is explicit inclusion of online safety, including emerging risks such as deepfakes, AI generated content, online exploitation and harmful online subcultures such as misogyny / influencer cultures. The relevant legal framework and ethical implications of behaviour, including consent, coercion, sexual offences, harassment and image sharing are taught.

In addition, there is explicit teaching of protected characteristics including sexual orientation and gender reassignment. Same sex relationships are embedded throughout the curriculum. Teaching will remain balanced and factual on contested issues.

2.2 Delivery of RSHE

It is important that the Cowplain School implements the RSHE Policy consistently and provides effective provision for all students. We encourage teachers to plan lessons that are specific to the needs of the students in that class, and responsive to their behaviour and development. Lessons will be delivered in line with the school's curriculum model of *Thinking Hard, Developing Character and Understanding Diversity*.

We will ensure that resources we plan to use are:

- Aligned with the teaching requirements set out in the statutory RSE guidance.

- Age-appropriate, given the age, development stage and background of our students.
- Evidence based and contain robust facts and statistics.
- From credible sources.
- Compatible with effective teaching approaches.
- Sensitive to students' experiences and won't provoke distress.

2.3 Dealing with difficult questions

Staff training will include sessions on how to deal with difficult questions. There may still be times when staff are faced with a difficult question in class that they feel uncomfortable or ill equipped to answer. In this case, they may wish to put the question to one side and seek advice from the Senior Leadership Team. Teachers will respond in an appropriate manner so that students are fully informed.

Ground rules in class are essential when discussing sensitive subject matter. Some strategies staff may use to support this might be:

- An anonymous question box; this will enable students to feel more comfortable to ask questions without being identified.
- Establishing a culture of respect whereby RSHE lessons are a safe space for students to speak freely about the content delivered.

2.4 Students with special educational needs

The School works hard to ensure that all aspects of the school curriculum are inclusive and support the needs of students of all ranges of abilities. Staff should adapt RSHE lessons to ensure that all members of the class can access the information fully. The School will use a variety of different strategies to ensure that all students have access to the same information.

2.5 Withdrawal from RSHE

The Cowplain School hopes that parents will feel comfortable with, and understand the importance of, the education provided to their children as described in this policy.

Part of RSHE provision is sex education. The Cowplain School wants parents and students to feel assured that sex education will be delivered at a level appropriate to both the age and development of students, and that it is safe to voice opinions and concerns relating to the sex education provision.

Parents of children in secondary academies have the right to request that their child be withdrawn from the non-statutory and non-science components of the sex education aspects of RSHE. Parents cannot withdraw their child from Relationships or Health

Education, or the elements on human growth and reproduction which fall under the National Curriculum for science.

Before withdrawing or making a request, the School strongly urges parents to carefully consider their decision as sex education is a vital part of the school curriculum and supports child development.

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

If a student is excused from sex education the School will ensure that the student receives appropriate, purposeful education during the period of withdrawal. A copy of withdrawal requests will be placed in the student's educational record.

2.6 Complaints

Parents or carers who have complaints or concerns regarding the RSHE curriculum should contact the School and follow the **School's Complaints Policy**.

2.7 Equal opportunities

The School has duties under the Equalities Act 2010 to ensure that students are not discriminated against because of their sex, race, disabilities, religion or belief, sexual orientation, gender reassignment or pregnancy or maternity. RSHE lessons provide a good background for talking openly and freely about the diversity of personal, social and sexual preferences. Prejudiced views will be challenged, and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously. This is the case for bullying of any kind and the procedures regarding this are outlined in the **School's Behaviour Policy**.

2.8 Safeguarding and confidentiality

We hope to provide a safe and supportive school community where students feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality will be provided to all teachers.

It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a safeguarding concern. If this is the case, the school's safeguarding policies will be followed.

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

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

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

2.9 Harmful sexual behaviour

The School takes the issue of harmful sexual behaviour very seriously, recognising the “widespread incidence of sexual harassment, abuse, and violence among young people”. (Ofsted, 2021).

The RSHE curriculum (and wider curriculum) specifically addresses sexual harassment, online abuse and sexual violence, including the legality of coercion and strangulation. It also addresses safeguarding risks (including online risks), issues of consent, and what constitutes a healthy relationship both online and offline.

As a school we provide effective pastoral support and are alert to factors that increase a child’s vulnerability, or potential vulnerability, such as mental ill health, domestic abuse, having additional needs, and being at greater risk of exploitation and/or of feeling unable to report abuse (for example, girls and LGBT children).

In addition to the RSHE curriculum, the school has within both its **Child Protection Policy** and within its **Behaviour Policy**, procedures to deal with harmful sexual behaviour. The policies include details of appropriate sanctions that are consistently applied and that reflect the messages that are taught across the curriculum and which are promoted through the school’s approach to Prejudicial Behaviour. Incidents of such behaviour are logged and are addressed through a combination of sanction and education. The data is analysed and compared with the outcomes of student voice work

to ensure that trends are identified and appropriate actions and curriculum developments are implemented.

Staff are aware of the school's requirement to immediately report allegations of sexual harassment, abuse, and violence as both behaviour and safeguarding issues. Students are supported to report concerns about harmful sexual behaviour, and staff are aware of the barriers that could prevent a student from making a disclosure, for example communication needs.

Section 3

3.1 Monitoring, review and evaluation

The educational and personal needs of our students develop in line with varying societal pressures and economic change. Our aim is to provide RSHE that is relevant and tailored to meet the needs of our students, depending on their age and stage of personal development. For this reason, we review the RSHE curriculum annually, and will inform parents of any revisions to the school policy or curriculum.

We aim to monitor the effectiveness of our sex education provision through:

- Feedback from students.
- Feedback from parents.
- Feedback from staff.
- Classroom observations.

The School will review this policy annually, evaluating its effectiveness by taking into account feedback from students, staff and parents, in addition to further development made evident through classroom observations, and information we receive from national reports and curriculum reviews.

3.2 Support

We hope that students will feel safe in the school environment to talk to any member of staff about any areas of concern regarding their personal, social and emotional development, including matters raised by or relating to sex relationships education. We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that students respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.

Students and parents can seek advice and support from:

Matron/Deputy Designated Safeguarding Lead – Mrs S Williams

Heads of Year – Miss L Standen (Year 11); Mr G Elliot (Year 10); Miss H Dennis (Year 9); Mr M Simmons (Year 8); TBC (Year 7).

Head of School/Designated Safeguarding Lead – Mr J Colebrook

Assistant Headteacher with responsibility for RSHE – Miss Z Carter-Brown

3.3 Agencies regularly working in or on behalf of the school:

YServices: Xperience Youth Centre, Trinity Street, Fareham, Hampshire, PO16 7SJ.

School nurses are based at Old Gym, Fort Southwick, James Callaghan Drive, PO17 6AR. Direct line 02392 224505.

The School will only work with external agencies where we have full confidence in the agency, its approach and the resources it uses. All materials from external providers will be shared with parents on request and no provider may restrict the sharing of materials with parents.

3.4 Monitoring, Evaluation and Review

RSHE is monitored by assessing student knowledge, attitudes and understanding, and their confidence in accessing support and recognising risk.

RSHE is reviewed as part of the QA processes at The Cowplain School to ensure alignment with the Personal Development framework.

The Policy is reviewed annually by the Senior Leadership Team and Trustees as part of the self-evaluation cycle. Appropriate action is taken if changes are required.

3.5 Other Relevant Policies

This Policy should be used with reference to the following policies:

Anti-Bullying Policy

Child Protection Policy

Safeguarding Policy

Behaviour Policy

Single Equality Plan and Equalities Objective

A copy of the School's Relationships, Sex and Health Education Policy will be available online at www.cowplainschool.co.uk

Date Reviewed and approved:	Summer 2026	Reviewed by:	ZCB	Next Review:	Summer 2027
Summary of changes made:	Section 1 • Introduction rewritten. • Aims revised. • Parental access to resources added. • Student section rewritten. • DfE guidance updated. Section 2 • Parental access to resources removed (added earlier). • Added paragraph about updated statutory guidance, • Second bullet point of dealing with difficult questions rewritten. • Additional information added into harmful sexual behaviour. Section 3 • Further information added into monitoring RSHE provision. • HoY updated. Appendix 2 • Amended to match the 2025 Statutory Guidance.				
Approved by Academy Trustees on:	7 th July 2026				

Appendix 1 – Curriculum Map

RSHE is about 'Lessons for Life'. The things our students need to know, before they need to know them.



The Cowplain School - RSHE Curriculum Map

Appendix 2 – RSE Secondary stage curriculum and outcomes

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.⁸ 6. How families and relationships change over time, including through birth, death, separation and new relationships. 7. The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child’s life for brain development. 8. How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust
Respectful relationships	1. The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships. 2. How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal. 3. The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one’s own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others.

	4. What tolerance requires, including the importance of tolerance of other people's beliefs. 5. The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict. 6. The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help. 7. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration. 8. The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok. 9. How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice. 10. How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others. 11. How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others. 12. Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called "involuntary celibates" (incels) or online influencers.
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Online and media	1. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. 2. Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues. 3. The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online. 4. Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images. 5. That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime. 6. What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online. 7. About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them.
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	8. That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong. 9. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice. 10. How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns. 11. That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it. 12. How information and data is generated, collected, shared and used online. 13. That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising). 14. That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion. 15. That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk.
Being safe	1. How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent.

	2. That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others. 3. How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed. 4. How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions. 5. What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it. 6. That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting. 7. The concepts and laws relating to sexual violence, including rape and sexual assault. 8. The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language. 9. The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour. 10. That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed. 11. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation. 12. The concepts and laws relating to forced marriage.
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	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 decisionmaking.

	7. That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help. 8. How the different sexually transmitted infections (STIs), including HIV, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigmat. 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.
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The National Curriculum for Science covers:

Key Stage 3

- reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without

details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta, and

- reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms.

Key Stage 4

- hormones in human reproduction, hormonal and non-hormonal methods of contraception,
- communicable diseases including sexually transmitted infections in humans (including HIV/AIDs), and
- genes and sex determination in humans.

Appendix 3 – Health Education Secondary stage curriculum and outcomes

Mental wellbeing	1. How to talk about their emotions accurately and sensitively, using appropriate vocabulary. 2. The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness. 3. That happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed. 4. That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal. 5. Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully-presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions. 6. How to critically evaluate which activities will contribute to their overall wellbeing. 7. Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it's possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it. 8. That gambling can lead to serious mental health harms, including anxiety, depression, and suicide, and that some gambling products are more likely to cause these harms than others. 9. That the co-occurrence of alcohol/drug use and poor mental health is common and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug use can trigger mental health problems or exacerbate existing ones. That stopping smoking can improve people's mental health and decrease anxiety.
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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 pupils.

	6. The importance of sufficient good-quality sleep for good health, the importance of screen-free time before bed and removing phones from the bedroom, and how a lack of sleep can affect weight, mood and ability to learn. 7. The importance of healthy behaviours before and during pregnancy, including the importance of pre-conception health, including taking folic acid. The importance of pelvic floor health. Information on miscarriage and pregnancy loss, and how to access care and support. 8. How to navigate their local healthcare system: what a GP is; when to use A&E / minor injuries; accessing sexual health and family planning clinics; the role of local pharmacies; and how to seek help via local third sector partners which may have specialist services. 9. The concept of Gillick competence. That the legal age of medical consent is 16. That before this, a child's parents will have responsibility for consenting to medical treatment on their behalf unless they are Gillick competent to take this decision for themselves. Pupils should understand the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment
Personal safety	1. How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways – including level crossings - and water (including the water safety code), and in unfamiliar social or work settings (for example the first time a young person goes on holiday without their parents). 2. How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media. 3. How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure. 4. Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime. 5. The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an educational tool. Children should be taught that

	carrying weapons is uncommon, and should not be scared into the perception that many young people are carrying knives (which can lead to the misconception that they need to carry a knife too). 6. The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern.
Basic first aid	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.