



## 6-7 RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION POLICY

### STATEMENT

In teaching relationship education, sex and relationship education and health education, Guildford High School:

- ensures due regard to Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 (updated 2021) which make relationship and sex education compulsory as follows:
  - Every registered pupil in the Junior School is provided with relationships education. Parents have the right to request to withdraw their children from the aspects of the curriculum that cover sex education. This does not include the reproductive topics taught through Science.
  - Every registered pupil in the Senior School is provided with relationships and sex education, subject to limited parental right to withdraw pupils (see below for more)
- consults current teachers, parents, pupils and governors on this policy and its review
- makes sure that the approach is set in the context of the school's ethos and pastoral care system and as part of the wider approach to supporting pupils to be safe and happy.

A copy of this policy is published on the website and is provided to anyone who asks for it. The policy is reviewed and updated annually, and parents are informed of this biannually, and invited to ask questions or offer feedback.

### DEFINITIONS

Relationships and Sex Education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.

Information about the body, sex, reproduction and birth are taught within science. Alongside this, the Beehive/ASPIRE (PSHE) curriculums provide a comprehensive programme to ensure children and young people have the essential skills to build positive, enjoyable, respectful, loving and non-exploitative relationships and the knowledge to stay safe both on and offline.

Health Education focuses on teaching the characteristics of good physical, mental and emotional health and wellbeing. It teaches that physical health and mental health are interlinked and should

provide pupils with the information they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

RSE at GHS is underpinned by the school's wider values and a deliberate cultivation of individual traits such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.

GHS understands Relationship and Sex Education to be the process of lifelong learning about physical, moral and emotional development. It is about the importance of family life, stable and loving relationships, respect, love and care, and understanding that the expression and experience of these is individual and diverse. It is also about the teaching of sex, sexuality, sexual health and consent. High quality, evidence based and age-appropriate teaching of RSE can help prepare children for opportunities, responsibilities and experiences of adult life, both in the real world and online.

Effective RSE does not encourage early sexual experimentation. Instead, it aims to teach young people to understand human sexuality and to respect themselves and others. At GHS, we want to build our pupils' self-esteem and confidence in order to make good, positive decisions around sexual activity, recognising they have a choice to delay sex or to enjoy intimacy without sex.

The school believes that knowledge about safer sex and sexual health is important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life. This should be delivered in a non-judgmental, factual way to allow scope for pupils to ask questions in a safe environment.

## AIMS OF RSE AT GHS

- To understand why friendships and connections are important, how to effectively communicate and the ability to recognise unhealthy relationships to avoid exploitation, bullying and abuse
- To provide expert Relationships and Sex Education
- To provide expert Health Education that supports and promotes the schools' wellbeing programme
- To deliver RSE content that is in line with the school ethos and promotes the spiritual, moral, cultural and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of later life

# CURRICULUM CONTENT

## PRIMARY

In the Junior School, pupils are taught the fundamental building blocks and characteristics of diverse and positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults. As pupils progress through school, they are taught the principles of safe, positive and respectful relationships and how they apply them both online and offline. They are taught the skills to navigate a range of social experiences, including conflict, collaboration and caring for others. By the end of Junior School, pupils will receive sex education that draws on knowledge of the human life cycle covered in science and ensures factual information, using correct terminology, in explanation of how a baby is conceived and born. In addition, pupils are prepared for the emotional and physical changes that adolescence brings.

## SECONDARY

In Senior School, we build on the foundations of relationships and sex education taught in Junior School to provide students with information they need to develop safe, healthy, nurturing relationships of all kinds: supportive family relationships, good friendships, good colleagues, successful marriages or civil partnerships or other types of committed relationships. It teaches about intimate and sexual relationships, contraception and sexual health. There is a strong focus on self-respect and respect of others; this includes reasons for delaying sexual activity, resisting pressure and not applying pressure to have sex, and understanding sex in context of a loving, healthy relationship regardless of sexual orientation. Pupils will be apprised of relevant legal provisions when topics are being taught such as consent (including the age of consent), FGM, exploitation, sexuality, gender identity (in respect of protected characteristics).

## HEALTH EDUCATION

Throughout Junior and Senior School, pupils are taught the characteristics of good physical and mental health, both of which are a part of normal, everyday life. This starts with pupils understanding the benefits of daily exercise, good nutrition and sufficient sleep, digital balance, self-care and personal hygiene. In addition, pupils are taught the language and knowledge to understand the normal range of emotions everyone experiences and are encouraged to articulate how they feel and talk about their bodies, health and emotions. In Senior School, pupils will be empowered to protect and support their own health and wellbeing. They are taught about the physical and emotional developments to their body and brain through adolescence as well as positive lifestyle choices and basic first aid. Pupils are told who they can go to for further help, advice and support and the Senior School Aspiring Girls' website details who and where they can go to both inside and outside school.

## DELIVERY AND TEACHING STRATEGIES INCLUDING TIMING AND FLEXIBILITY

The Beehive/ASPIRE programmes ensure all aspects of RSE and health education are covered and monitored; this is organised and co-ordinated by the Head of Beehive/Assistant Head of Wellbeing. It aims to safeguard our pupils, to ensure that they are fully informed to make responsible decisions that maintain physical and emotional health and to know the law. Core knowledge is broken into units of manageable size and delivered in a carefully sequenced way with sufficient opportunities to apply and embed knowledge. Schemes of work, lesson plans and resources are all carefully selected and prepared by the Head of Beehive/ASPIRE who will manage and oversee the delivery. Lessons have age-appropriate content and meet the needs of our pupils. A flexible approach is taken to this with consideration given to pupil voice, parents and local or national pupil health and community issues.

### JUNIOR SCHOOL

In Junior School, form tutors will deliver lessons, which will include Relationship Education and Health Education. All topics are covered in a spiral curriculum where pupils revisit concepts, skills and knowledge each year with age-appropriate coverage. This ensures every pupil is given the opportunity to explore, discuss and ask questions about the range of topics at any stage of their development.

Sex Education is covered in the Science curriculum by Science teachers and the Head of Beehive or Form Tutor. In Year 5, parents are invited in to see an overview of the topics covered prior to teaching it.

### SENIOR SCHOOL

In Senior School, form tutors will deliver lessons, which will include relationships and health education. Alongside the Science curriculum, within ASPIRE, Sex Education is facilitated by outside speakers and primarily from It Happens Education. GHS takes careful consideration over who they work with to ensure speakers know the aims and are able to promote the same values. The Assistant Head of Wellbeing or Head of ASPIRE meets with It Happens to review and agree content prior to delivery.

The curriculum as detailed above is delivered in a non-judgemental, factual way which allows scope for young people to ask questions, whether publicly or anonymously.

## PARENTAL ENGAGEMENT

GHS recognizes that parents and/or guardians are the key people in teaching their children about relationships and sex. Parents and/or guardians have the most significant influence in enabling their

children to grow, mature and form healthy relationships. The school aims to work in partnership to support them in preparing their children for happy and fulfilled relationships in adult life.

Parents will be informed about when and how RSE is delivered to their children; this is through Information Booklets, Heads of Year blogs and when necessary, via letters home. At the introduction of the Sex component of the curriculum in Year 5, The Head of Science and Head of Beehive (Junior School) hold an information session for parents to come and learn about the curriculum content and ask any questions they may have. Pupil voice takes place to review the delivery of RSE and, within talks, pupils have the opportunity to raise anonymous questions that will be answered by the School Nurse or specialist speakers.

## LGBTQ+

The school will ensure that RSE is accessible to all its pupils, that their needs are appropriately met and that all pupils understand the importance of equality and respect. Pupils are taught to know and respect the Equalities Act and understand the role they play in society, the law regarding this and their own individual liberty. All RSE is inclusive of LGBTQ+ and in all areas the teaching will be sensitive and age appropriate.

## SEND

SEND issues will also be considered; RSE is made accessible to all pupils and consideration is given to this when designing and teaching these subjects. We recognise that some pupils may be more vulnerable to exploitation, bullying and other issues on account of their SEND. In addition, the religious background of all pupils is taken into consideration so that planning and content is appropriate and recognises religion or belief as a protected characteristic under the Equality Act 2010.

## FAITH PERSPECTIVES

The religious background of all students will be taken into account when planning and teaching so that the topics that are included in the core content of the guidance are handled appropriately. GHS ensures that it complies with the provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics. Balanced debate takes place and teaching reflects the law to ensure pupils understand what the law allows and does not allow, and the wider legal implications of decisions that pupils make.

## SAFEGUARDING

Staff should be aware that any disclosures of a safeguarding nature should be passed to the DSL/Safeguarding team. Staff should also approach the Assistant Head Wellbeing or Deputy Head Pastoral (both of whom are DSLs) if they wish to discuss any issues that arise in response to the subject content. Staff receive regular safeguarding training, with specific guidance and support on how to manage disclosures.

## THE RIGHT TO BE EXCUSED FROM SEX EDUCATION

The statutory guidance for RSE and Health Education will come into effect in all secondary schools from 2020. This states that:

- Parents **will not be able** to withdraw their child from any aspect of **Relationships Education or Health Education**.
- Parents **will be able** to withdraw their child (following discussion with the school) from any or all aspects of **Sex Education**, other than those which are part of the science curriculum, up to and until three terms before the age of 16.
- After that point, the guidance states that ‘if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.’

All requests of parents for their child to be withdrawn from some or all of sex education delivered as part of statutory RSE should be made in writing to the Head. Before granting the request, the Head will discuss this with the parents and, as appropriate, with their child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. After these discussions, except in exceptional circumstances, GHS will respect the parents’ request as outlined above. Requests will automatically be granted to parents who request to withdraw their child from sex education in primary schools, other than as part of the Science curriculum.

Where pupils are withdrawn from sex education, this will be documented and the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Documents that support and inform the teaching of RSE and of this policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Keeping children safe in education – Statutory safeguarding guidance (2023)

- Children and Social Work Act (2017)
- DfE Statutory Guidance for teaching RSE (2019)
- Ofsted Review of Sexual Abuse in Schools and Colleges (2021)

Policy is supported and complemented by:

- PSHE Policy
- Pastoral Care
- Behaviour and Discipline
- Anti-Bullying
- Child Protection and Safeguarding
- SMSC

This policy has been reviewed and approved by Anna Lise Gordon, Safeguarding Governor.

Next Review Date: June 2026

# APPENDIX 1 – DETAILS OF CONTENT AND WHEN EACH CONTENT IS TAUGHT

Curriculum areas such as Biology, Religious Studies and Physical Education teach Relationships and Sex Education and Health Education in the context of their own subject. The PSHE programmes try to ensure all aspects are covered, recognising the need for age appropriate content. For a more detailed map of this, please see appendix 2.

## KEY STAGE 1

- Following on from Reception, pupils continue to develop the skills for building appropriate relationships. This involves expressing themselves fairly and clearly, sharing ways to manage different emotions, including naming feelings and regulating themselves, and understanding consent.
- They also begin to think about themselves as individuals and as part of different communities and various roles of responsibility, including online.
- Alongside this the pupils learn about animal classification and the life cycles of living things.

## KEY STAGE 2

- The curriculum builds on the Key Stage 1 topics, while also developing an understanding of how to spot and deal with circumstances such as bullying, sadness, healthy eating etc.
- In the Year 5 curriculum puberty is introduced as part of reproduction in humans. The focus is on puberty in girls and covers menstruation, conception and gestation and the emotional changes that take place and how to manage them. This is delivered by The Head of Science together with the Head of Beehive.
- Year 6 topics also prepare for transition and change to ensure they feel prepared for Senior School.

## KEY STAGE 3

### RELATIONSHIP EDUCATION

- Characteristics of positive, healthy relationships – with ourselves, friends, family. Recognising unhealthy relationships (including online behaviour and an understanding of what grooming is)

- Peer pressure, bullying (on and off-line) with early themes of consent, exploitation – coercive and controlling behaviour.
- Online risks – scams and social media – including the sending of nudes and semi-nudes and the law. Screen time and digital balance. Being a critical consumer online.
- The teenage brain and identity.
- Recognising the difference between healthy and unhealthy relationships.

## SEX EDUCATION

- Myth-busting part 1 (Year 8) and part 2 (Year 9). Q and A opportunity with school nurse or school Doctor to provide a safe forum for reliable and factual answers to questions pupils have about human reproduction and / or contraception that go beyond what is taught in the science curriculum.
- Healthy (sexual) relationships built on respect. Understanding of sexual consent (Year 9)
- Contraception and sexual health (Year 9)
- Understanding sex in context of a loving, stable relationship and the choice to delay sex (Year 9)
- Mind Body and Soul – Aspiring Girls website for resources and signposting on sexual health, consent, sexual harassment and assault (all years)
- FGM (Science curriculum Year 8)

## HEALTH EDUCATION

- Mind Body and Soul – Aspiring Girls website for advice, resources, support and signposting (all years)
- Puberty – menstrual cycle and physical and emotional changes (Year 7)
- The developing teenage brain (Year 8)
- Female Genital Mutilation (Year 8 – Science curriculum)
- Emotional wellbeing – resilience, self-compassion and self-esteem, regulating emotions and the importance of sleep (all years)
- Negative impact of social media on self-esteem (all years)
- First Aid (Year 9 and Year 13)
- ‘Female health’ - HPV and skin care (Year 9)

## KEY STAGE 4

### RELATIONSHIP EDUCATION

- Recognising reliable sources of information and signposting of support.

- Recognising the difference in healthy and unhealthy relationships.
- Coercive and controlling behaviour (and the law relating to this).
- Consent (Freely given, Revocable, Knowledgeable and Informed Agreement). The choice to delay sex or to enjoy intimacy without sex.
- Sexual orientation and gender identity.
- Forced marriage and honour based violence
- Equalities Act and protected characteristics
- Viewing of harmful material – specifically explicit material and the damaging nature of distorted sexual behaviour

## SEX EDUCATION

- Healthy (sexual) relationships built on respect. Understanding of consent.
- Contraception and sexual health
- Understanding the choice to delay sex
- Gender and sexual orientation
- GCSE Science curriculum: human reproduction, hormones and menstrual cycle.
- Mind Body and Soul – Aspiring Girls website for resources and signposting on sexual health, consent, sexual harassment and assault (all years)

## HEALTH EDUCATION

- Mind Body and Soul – Aspiring Girls website for advice, resources, support and signposting.
- Year 10 Lent term – ‘learning to live and think well’: Nutrition, Sleep, Exercise, sexual health, digital balance and good mental health. Recognising the difference between normal range of emotions and signs of ill mental health and when and how to seek support.
- Drugs, Alcohol, risky behaviour and poor lifestyle choices.
- Impact of social media on self-esteem and mental wellbeing.
- Understanding how pornography has infiltrated mainstream media and distorted normal relationships and expectations ‘hook up’ culture.

## KEY STAGE 5

### RELATIONSHIP EDUCATION

- Recognising reliable sources of information and signposting of support
- Understanding and shaping our digital footprint
- Recognising the difference in healthy and unhealthy relationships

- Sexual orientation and gender Identity
- Viewing of harmful material – specifically explicit material and the damaging nature of distorted sexual behaviour
- Coercive and controlling behaviour (and the law relating to this). Domestic violence

## SEX EDUCATION

- Mind Body and Soul – Aspiring Girls website for resources and signposting on sexual health, consent, sexual harassment and assault (all years)
- Sexual health - prevalence of some STI's
- Sexual Violence, sexual harassment, consent, rape and the law
- Future, fertility and families

## HEALTH EDUCATION

- Mind Body and Soul – Aspiring Girls website for advice, resources, support and signposting
- Mental wellbeing
- Female Health (breast health and cervical screening)
- Fertility and reproductive health, pregnancy and choices, miscarriage and menopause

# APPENDIX 1 – MAPPING OF JUNIOR SCHOOL AND SENIOR SCHOOL RELATIONSHIPS EDUCATION, AND RELATIONSHIPS AND SEX EDUCATION

## JUNIOR SCHOOL

	<b>PUPILS SHOULD KNOW:</b>	R	1	2	3	4	5	6	Whole school
<b>FAMILIES AND PEOPLE WHO CARE FOR ME</b>	that families are important for children growing up because they can give love, security and stability.	B	B		B			B	
	the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.	B	B	B	B	B	B	B	
	that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.	B	B	B	B	B	B	B	
	that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.	B	B	B	B				B
	that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.								B
	how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	NSPCC	NSPCC	B	B	NSPCC	B	NSPCC	X
<b>CARING FRIENDS</b>	how important friendships are in making us feel happy and secure, and how people choose and make friends.	B	B	B	Team day	B	B	B	X

	the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	B	B	B	Team day	B	B	B	X
	that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	B	B	B	Team day	B	B	B	X
	that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.	B	B	B	Team day	B	B	B	X
	how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.			B	Team day				X
<b>RESPECTFUL RELATIONSHIPS</b>	the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.	B	B	B	B	B	B	B	X
	practical steps they can take in a range of different contexts to improve or support respectful relationships.	B	B	B	B	B			
	the conventions of courtesy and manners.	B	B	B		B	B		X
	the importance of self-respect and how this links to their own happiness.	B	B	B		B	B		X
	that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.	B	B	B	B	B	B	B	X

	about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.	B	B	B	B	B		B	X
	what a stereotype is, and how stereotypes can be unfair, negative or destructive.						B	B	
	the importance of permission-seeking and giving in relationships with friends, peers and adults.	B	B	B	B	B		B	
<b>ONLINE RELATIONSHIPS</b>	that people sometimes behave differently online, including by pretending to be someone they are not.				B	B	B	B	X
	that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.							B	X
	the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.				B	B	B	B	X
	how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.					B		B	
	how information and data is shared and used online.				B	B	B	B	
<b>BEING SAFE</b>	what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	B	B	B	B	B	B	B	
	about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.		B	B	B	B			NSPCC

	that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	B	B	B	B	B	B	B	NSPCC
	how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	B	B	B	B	B	B	B	
	how to recognise and report feelings of being unsafe or feeling bad about any adult.	B	B	B	B	B			X
	how to ask for advice or help for themselves or others, and to keep trying until they are heard.	B	B	B	B	B	B	B	X
	how to report concerns or abuse, and the vocabulary and confidence needed to do so.	B	B	B	B	B	B		X
	where to get advice e.g. family, school and/or other sources.	B	B	B	B	B	B	B	X

SENIOR SCHOOL

	<b>PUPILS SHOULD KNOW:</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>Whole School</b>
<b>FAMILIES</b>	that there are different types of committed, stable relationships.		R		R	R		R	
	how these relationships might contribute to human happiness and their importance for bringing up children				R	R	e	Re	X
	what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.		R		R	R		R	
	why marriage is an important relationship choice for many couples and why it must be freely entered into.		R		R	R		R	
	the characteristics and legal status of other types of long-term relationships.				R	R			

	the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting				R	R	e	RAe		
	how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.	AE	AE	AE	A	A	A	A		
<b>RESPECTFUL RELATIONSHIPS, INCLUDING FRIENDSHIPS</b>	the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.	A	A	A	A		A		X	
	practical steps they can take in a range of different contexts to improve or support respectful relationships.	A	A	A	A		A		X	
	how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).		SA		S	SA		R		
	that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.	A	A	A	A	A	A	A	A	X
	about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.	A	A	A	A	RA	A	A	A	X

	that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.				A	A	A	A	
	what constitutes sexual harassment and sexual violence and why these are always unacceptable.				A	A	A	A	
	the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.	A	A	A	RA	RA	RA	RA	X
<b>ONLINE AND MEDIA</b>	their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.	A		A	A	RA		A	X
	about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.	A	A	A		R	A		X
	not to provide material to others that they would not want shared further and not to share personal material which is sent to them.	A	A	A	A	RA	A	A	X
	what to do and where to get support to report material or manage issues online.	A	A	A	A	RA	A	A	X
	the impact of viewing harmful content.			A	A		A	A	X
	that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.			A	A		A	A	X

	that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.		A						X	
	how information and data is generated, collected, shared and used online.	A	A	A	A	A	A	A	X	
<b>BEING SAFE</b>	the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships	A	S-FGM RA	A	A		A	A		
	how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).	A	A	A	A		A	A		
<b>INTIMATE AND SEXUAL RELATIONSHIPS, INCLUDING SEXUAL HEALTH</b>	how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.					RA	RA	A	RA	
	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.			A	A			A	A	X
	the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.		S		SR	R		A	R	
	that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.			A	RA	RA		A	RA	
	that they have a choice to delay sex or to enjoy intimacy without sex.			A	A			A		

the facts about the full range of contraceptive choices, efficacy and options available.			A	RA	RA		R	X
that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).				R	R		A	
how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.			S- HIV A	RA	RA	A		
about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.			A	A	A	A		
how the use of alcohol and drugs can lead to risky sexual behaviour.				A	A	A		
how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.			A	A	A	A	A	X

# APPENDIX 2 – MAPPING OF JUNIOR SCHOOL AND SENIOR SCHOOL HEALTH EDUCATION

## JUNIOR SCHOOL

		R	1	2	3	4	5	6	Whole School
<b>MENTAL WELLBEING</b>	<b>PUPILS SHOULD KNOW:</b>								
	that mental wellbeing is a normal part of daily life, in the same way as physical health.	B	B	B	B	B	B	B	W
	that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.	B	B	B	B	B		B	
	how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.	B			B			B	
	how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	B			B				
	the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.	B	B	B	B	B	B	B	X
	simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	B							
	isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.	B					B	B	
	that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.			B	B				B

	where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online).	B	B	B	B	B	B	B	
	it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.					B		B	
<b>INTERNET SAFETY AND HARMS</b>	that for most people the internet is an integral part of life and has many benefits.			B	B	B	B	B	
	about the benefits of rationing 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.				B	B	B	B	
	how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.				B	B	B	B	
	why social media, some computer games and online gaming, for example, are age restricted.							B	
	that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.				B	B	B	B	
	how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.				B	B	B	B	
	where and how to report concerns and get support with issues online.							B	

<b>PHYSICAL HEALTH AND FITNESS</b>	the characteristics and mental and physical benefits of an active lifestyle.	B	B	B	B	B	SB	B	
	the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.		B			B	S		W
	the risks associated with an inactive lifestyle (including obesity).						S		
	how and when to seek support including which adults to speak to in school if they are worried about their health.				B	B	S	B	
<b>HEALTHY EATING</b>	what constitutes a healthy diet (including understanding calories and other nutritional content).		B		SB		S		
	the principles of planning and preparing a range of healthy meals.						S		
	the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).				S	B	S		
<b>DRUGS, ALCOHOL, TOBACCO</b>	the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.							S	
<b>HEALTH AND PREVENTI</b>	how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.							B	

	about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	B	B				B		
	the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.			B			W	S	
	about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.					SB			
	about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.						B	S	
	the facts and science relating to allergies, immunisation and vaccination.							S	
<b>FIRST AID</b>	how to make a clear and efficient call to emergency services if necessary.							S	
	concepts of basic first-aid, for example dealing with common injuries, including head injuries.					B	S		
<b>CHANGING ADOLESCENT BODY</b>	key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.						S	S	
	about menstrual wellbeing including the key facts about the menstrual cycle.						S	S	

## SENIOR SCHOOL

<b>MENTAL WELLBEING</b>	<b>PUPILS SHOULD KNOW:</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>Whole School</b>
	how to talk about their emotions accurately and sensitively, using appropriate vocabulary.	A	A	A	A				

	that happiness is linked to being connected to others.	A		A	A				X
	how to recognise the early signs of mental wellbeing concerns.		A	A	A		A		
	common types of mental ill health (e.g. anxiety and depression).			A					
	how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.		A		A		A		
	the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.	A		Nat Hist	S				X-Eco, PE
<b>INTERNET SAFETY AND HARMS</b>	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, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.			A	A		A		X
	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.	A	A	A	A	A			X
<b>PHYSICAL HEALTH AND</b>	the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.				A				X - PE

	the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.					S	S	S	
	about the science relating to blood, organ and stem cell donation.						S		S
<b>HEALTHY EATING</b>	how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.	S		S		S	S		X
<b>DRUGS, ALCOHOL, TOBACCO</b>	the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.				A	A			
	the law relating to the supply and possession of illegal substances.				A	A	A		
	the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.				A				
	the physical and psychological consequences of addiction, including alcohol dependency.			A	A				
	awareness of the dangers of drugs which are prescribed but still present serious health risks.				A	A			
	the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.		A - vapes	A	S		S		
<b>HEALTH AND PREVENTI</b>	about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.	AS		AS			e	e	X

	about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.	A							
	(late secondary) the benefits of regular self-examination and screening.						A	A	X
	the facts and science relating to immunisation and vaccination.				S		Se	e	
	the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.	A	A			E			X
<b>BASIC FIRST AID</b>	basic treatment for common injuries.			A					A
	life-saving skills, including how to administer CPR			A				A	
	the purpose of defibrillators and when one might be needed.			A				A	
<b>CHANGING ADOLESCENT BODY</b>	key facts about puberty, the changing adolescent body and menstrual wellbeing.	A	S		S				X
	the main changes which take place in males and females, and the implications for emotional and physical health.	A	SA		S				