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September 2026	Head of Horizons and Director of Education

Section 3.5 Relationship and Sex Education Policy (RSE)

Introduction

This policy and delivery of RSE in Frensham Heights follows the 'Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers for teaching from September 2021. The updated guidance comes into effect from September 2026 and the policy will at that point be updated to ensure it is in line with the requirements of this update.

The document has been reviewed in the context of the publication of the Ofsted Review of sexual abuse in schools and colleges, providing consideration of note 100 in the ISI Commentary on the Regulatory Requirements (CRR) and ISI update to schools September 2021.

Aims

Frensham Heights is a progressive co-educational day and boarding school educating and inspiring children from Nursery to Year 13. The School provides full-time education for students at compulsory school age (constructed in accordance with section 8 of the Education Act 1996). Frensham Heights wants every student to find future success and thus prepares them for their future and life beyond school. Providing the highest standard of academic education and high-quality pastoral care enables both boarders and day students to flourish within a happy school environment.

Frensham students are prepared for the ever-increasing challenges of the outside world. Through the progressive approach, they develop the confidence to understand who they are - physically, mentally and spiritually - and how they can make a difference now and in the future.

Values

Frensham's values are:

1. **Originality of thought (Frensham embraces creativity):** We encourage everyone to foster their boldness and innovation, seeing opportunities locally and globally to discover and bring fresh thinking to our community
2. **Spirit of togetherness (Frensham nurtures community spirit):** Relationships are the foundation of our school and our success, built on genuine mutual respect, compassion and kindness. We embrace freedom with a firm understanding of our responsibility towards our community.
3. **Respect of individuality (Frensham celebrates authenticity):** This is a place where you can be the 'true you'; we pride ourselves on that. We support all to have the confidence to stand for something and be the person you truly want to be.
4. **Courage to try (Frensham fuels personal dedication):** We aspire to be the very best we can be, fully committing to our learning, proactively seeking improvement and working collaboratively for the benefit of the whole community.

These values are promoted through:

- Flexible high-quality teaching based on the individual needs and abilities of all students;
- Ensuring creativity of thought is used in all areas of the curriculum and wider school life;
- Guiding students to find their voice and their conscience through deep intellectual

development;

- Emphasising emotional and mental wellbeing in all members of the Frensham community;
- Stimulating extracurricular, scholarship and enrichment opportunities.

These values are embedded in the Horizons programme and underpin the delivery of RSE & Health Education in the school.

What is Relationship and Sex Education?

Relationship and Sex Education (RSE) is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is up to the school to make sure that the needs of all students are met in the programme. Young people, whatever their developing sexuality and gender identity, need to feel that RSE is relevant to them and sensitive to their needs. RSE at Frensham incorporates all the elements of statutory guidance whilst pioneering an innovative curriculum fit for the world, both physical and digital, that our young people are living in. We believe in empowering our students to understand their bodies, to reflect on their relationship values and to be able to openly discuss relationships and sex. We believe that this approach will reduce the risk of unhealthy and abusive relationships.

It has three main elements:

- Attitudes and values
 - learning the importance of values and individual conscience and moral considerations
 - learning the value of family life, marriage, and stable and loving relationships
 - learning the value of respect, love and care
 - exploring, considering and understanding moral dilemmas; and developing critical thinking as part of decision-making
 - Understanding the power of images/gender stereotypes in the media and on the internet
- Personal and social skills
 - learning to manage emotions and relationships confidently and sensitively
 - developing self-respect and empathy for others
 - learning to make choices based on an understanding of difference and with an absence of prejudice
 - developing an appreciation of the consequences of choices made
 - managing conflict; and learning how to recognise and avoid exploitation and abuse
 - Learning how to deal with failure and setbacks with resilience.
- Knowledge and understanding
 - learning and understanding physical development at appropriate stages for both boys and girls
 - understanding human sexuality, reproduction, sexual health, emotions and relationships

The 1996 Education Act consolidated all relevant previous legislation and states that all primary schools must provide an up-to-date policy that describes the content and organisation of RSE provided outside the National Curriculum Science Order. The 'Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers for teaching from September 2021 made it statutory for schools to ensure students had been taught about a list of topics by the end of Primary School and a further list of topics by the end of Secondary School as well as providing guidance on how to teach these and parents' right to withdraw their children from Sex Education (but not Relationship

Education) in Secondary Education and not from any education in Primary School.

At Frensham Heights we want to provide a safe and reliable environment for our students to confidently discuss and learn about relationships and sex. RSE is **not** about encouraging teenagers to become sexually active nor is it about promoting any lifestyle or relationship choice. RSE is about providing students with knowledge, skills and confidence to make safe, healthy and informed relationship choices as young people and in the future as adults. RSE at Frensham incorporates all the elements of statutory guidance whilst pioneering an innovative curriculum fit for the world, both physical and digital, that our young people are living in. We believe in empowering our students to understand their bodies, to reflect on their relationship values and to be able to openly discuss relationships and sex. We believe that this approach will reduce the risk of unhealthy and abusive relationships. At Frensham we are committed to the important role that RSE plays in students' holistic education; the personal skills of self-confidence, assertiveness, communication and respect that are carefully nurtured through Frensham's ethos, Horizons (PSHE) programme, academic teaching and extensive extra-curricular opportunities, combined with our extensive, age appropriate and current RSE education, give our students the best foundation for successful relationships.

Objectives

At Frensham Heights our Relationships and Sex Education Programme seeks to:

1. Be age-appropriate and accessible to all students
2. Present information in an objective, balanced and sensitive manner
3. Encourage the development of social skills and strategies, which will reduce the risk of exploitation, misunderstanding and abuse.
4. Be fully **inclusive of all genders, ethnicities, sexual orientations and all types of families (LGBTQ+ inclusive)**
5. Develop a clear understanding of the importance of **consent**; how to give, withdraw, ask for and recognise consent
6. Reinforce the importance of **loving relationships**, rooted in **mutual respect**
7. Explore the skills needed for **effective parenting** and how to assess one's readiness to be a parent
8. To represent all types of families and to explore the different methods for starting a family
9. To ensure that BAME, LGBTQ+ and people with disabilities are positively represented in our curriculum
10. Ensure students can identify the qualities of **healthy and unhealthy relationships**
11. Allow students to examine the physical and emotional implications of sexual behaviour and to explore the arguments for **delaying sexual activity**
12. Make students aware how and where to **seek help** if they are in an unhealthy or abusive relationship
13. Prepare students for the journey from **adolescence to adulthood**
14. Provide students with a safe environment to learn about **sexual orientation and gender identity**, reinforcing the importance of mutual respect and tackling LGBTQ+ misconceptions, homophobia, transphobia, bi-phobia and gender stereotypes
15. Ensure that students have a clear understanding of **sexual and reproductive biology**, including knowledge of HIV and other sexually transmitted diseases
16. Ensure students understand the different risks associated with various types of sexual activity and understand how to engage in **safe sexual activity** by exploring a range of **contraception**
17. Place paramount importance on **online safety** and the risks of using social media and the internet for sexual purposes
18. Develop students' understanding of the dangers of pornographic material

Legal Requirements

The statutory guidance document '*Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers*' clearly sets out the curriculum content that secondary schools must deliver on RSE and Health Education. This document contains information on what schools should do and sets out the legal duties with which schools must comply when teaching Relationships Education, Relationships and Sex Education (RSE) and Health Education.

Frensham Heights follows this guidance in its delivery of RSE (as well as Health education) in the Horizons programme. The Horizons Department Handbook gives details as to when this is planned to happen throughout the year. At times the planned timetable may be adapted due to specific local or national needs or the needs of our students, but Frensham Heights ensures that all required content is covered throughout the year. The Horizons Department Handbook can be found [here](#).

Frensham Heights' RSE policy has been reviewed in the context of the publication of the Ofsted Review of sexual abuse in schools and colleges, providing consideration of note 100 in the ISI Commentary on the Regulatory Requirements (CRR) and ISI update to schools September 2021. As an example, Frensham Heights provides, as suggested, "a carefully sequenced RSHE curriculum, based on the Department for Education's (DfE's) statutory guidance, that specifically includes sexual harassment and sexual violence, including online." As recommended, we provide "time for open discussion of topics that children and young people tell us they find particularly difficult, such as consent and the sending of 'nudes'".

Course Content

Our curriculum content will cover the required themes as set out in *Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers*.

- Family
- Respectful relationships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

Students learn to:

- express their opinions about relationships and bullying
- listen to and support others, including respecting other people's viewpoints and beliefs
- recognise their own worth and identify positive things about themselves
- try to balance the stresses in life in order to promote their own mental health and the wellbeing of others
- Family
- Online and media influences
- Being safe
- Intimate and sexual relationships, including sexual health (for Year 7 and above)

From Nursery to Year 6

Please see Appendix 1 for further details on the topics covered in the Horizons (PSHE) (including RSE) lessons in the Junior School

From Year 7-13

Please see Appendix 2 for an outline of what is taught when in these year groups.

Safeguarding

The school has a separate Safeguarding Policy. Effective RSE may bring about disclosures of safeguarding issues and staff are aware of the procedures for reporting their concerns through regular Safeguarding training.

RSE curriculum for SEN students

Where possible all students will remain with their class for RSE lessons. Students with SEN or students who have been identified as likely to need SEMH support with RSE will either receive appropriate support during their RSE lessons, or arrangements will be made for specific students to be withdrawn from RSE lessons with the rest of their class to receive a differentiated version of the RSE programme delivered within the Learning Support Department. The SENCO and Horizons (PSHE) Co-ordinator will make the relevant plans at the start of each academic year, in consultation with parents.

Equal Opportunities Statement

The school is committed to the provision of RSE to all its students. Our programme aims to respond to the diversity of children's cultures, faiths, family backgrounds, disabilities, genders and sexual orientation. Equal time and provision will be allocated for all groups but there may be occasions when students with Special Educational Needs are given extra support from the Support for Learning Department. Frensham ensures that the RSE curriculum is differentiated to meet the needs of all students so that they can access the curriculum, including those with mental health issues.

Sensitive or Controversial Topics

Staff are aware that personal views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that students can form their own, informed opinions but also respect others that may have different opinions.

- During Relationships & Sex Education lessons (and at other times) controversial topics may arise. The judgement of individual teachers will decide as to whether the subjects are suitable for class discussion. Teachers will try to answer students' questions honestly, sensitively and in such a way that takes the context into account. In all circumstances, the professional judgement of the teacher must come in to play
- If a question is felt to be too explicit, the teacher will acknowledge it and deal with it outside the whole class setting
- Teachers should establish a set of ground rules so that young people are aware of parameters.
- Students should never be asked to disclose their sexual orientation or personal information about themselves or others
- Teachers and students will show respect for all genders, sexualities and different types of families
- Any concerns that arise about sexual abuse or any other safeguarding issues must be followed up under the school's safeguarding procedures
- Where discussions about sexual behaviour arise from apparently unrelated topics, teachers will give attention to relevant issues, again using professional judgement.
- HIV/AIDS - Informative discussions covering the transmission of the HIV virus may, by the very nature of the subject, include discussion of certain sexual acts and practices. Teachers will deal

sensitively and objectively with information of this kind and will always avoid the development of bias and prejudice. Teachers will challenge stereotypes and misconceptions about HIV.

- Teachers should also be aware of potential “trigger” topics and make sure students are aware of content in advance of the lesson to allow opportunities for conversations and support
- Students are invited to ask questions via private message through Microsoft Teams. Or using an anonymous “any questions” exercise at the end of lesson. All students also have access to a confidential anonymous reporting tool, a confidential Health Centre staffed by RGN nurses, who are approachable and offer confidential advice (following our usual safeguarding rules on confidentiality)

Sexual Identity and Sexual Orientation

Frensham Heights believes that RSE should meet the needs of all students regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Bullying is dealt with strongly yet sensitively (see Anti-Bullying Policy). The school liaises with parents on this issue to reassure them of the content and context. Should any child be unduly concerned as they begin to explore their sexuality, the school counsellors are available to support.

Organisation and Delivery

The RSE elements of the school curriculum in science are mandatory for all students within the school. These cover anatomy, puberty, biological aspects of sexual reproduction, and the use of hormones to control and promote fertility. Other elements of Personal, Social and Health Education (PSHE) – including RSE – became statutory from September 2020, but it is the decision of the school as to its appropriate age for this to be included into the programme to meet the needs of our students. RSE should not be delivered in isolation but firmly embedded in all curriculum areas, including Horizons (PSHE) and PRE. At Frensham Heights the main content is delivered in Horizons (PSHE) lessons. RSE is delivered by specialist Horizons teachers, and the Junior School Head in the Junior School with the support of the Health Centre in both mixed and gender-specific groups. Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSE in school.

- Relationships and Sex Education is taught in Y7-9 through timetabled specialist Horizons lessons, and in Y10 and 11 through drop-down days that cover the recommended RSE content as well as some specialist topics. This is delivered from external providers with expertise in this area. Topics are revisited in Sixth Form with sessions delivered by form tutors as well as the Horizons teaching team.
- All students within the school have equal access to Relationships & Sex education. Topics are revisited to allow provision for previous absence and different levels of understanding, maturity and learning abilities.
- Identified SEN students will receive a differentiated RSE programme as required
- Teachers and all those contributing to Relationships & Sex education will work within an agreed framework as set out in this policy
- We will work with external specialist organisations, consultants and healthcare professionals to ensure our curriculum reflects current best practice and staff have received external (or internal) training as required to ensure they are comfortable with the topics being covered

Working with Parents

- Parental support is integral to the success of our RSE curriculum. While we have an educational and legal obligation to provide young people with Relationships & Sex Education, we respect the primary role of the parents in educating their children about these matters.

- Our RSE programme is available to all parents via the website and parents are welcome to request to view resources used.
- Frensham Heights consults parents of students at the school annually at the start of the academic year. This letter also explains the content of the programme to parents as well as their right to withdraw as outlined below.

In Primary Schools:

- The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all Primary schools
- The statutory guidance states that Primary aged schools should be taught about relationships and health, including puberty
- Parents cannot withdraw their children from the Science curriculum, and this will include teaching about the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals
- At Frensham we will be following a sex education programme that is tailored to the age and the physical and emotional maturity of our students, this is to ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for Science - how a baby is conceived and born. Parents can withdraw their children from this part of the curriculum (following discussion with the school)
- Teaching will consider the developmental differences of each group of children so that each cohort's curriculum may vary slightly from the content of the previous year as much of our discussions are around discussions and questions from the children

In secondary education from September 2020:

- Parents cannot withdraw their child from any aspect of Relationships Education or Health Education.
- Parents can 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.'
- Where students are withdrawn from sex education, schools should document the process and will have to 'ensure that the student receives appropriate, purposeful education during the period of withdrawal.'

Confidentiality

- Students are made aware that staff are not able to promise confidentiality in cases where they are concerned about the safety or wellbeing of a student. They should understand that staff have a duty of care and will report concerns to help students. They should know that ensuring safety of students is priority even in situations where the law may have been broken.
- When a member of staff must refer to the Designated Safeguarding Lead if they believe:
 - an under 16-year-old is having, or is contemplating having sexual intercourse
 - a sixteen-year-old student is contemplating having sexual intercourse with a student below the age of 16
- The law allows health professionals to see and, in some circumstances, treat young people confidentially. Part of this process includes counselling and discussion about talking to parents.

The Role of Health Professions in the Delivery of Relationships and Sex Education

The school will work with health professionals in the development and implementation of the schools Relationships & Sex programme. Any visitors used to help in the delivery of the Relationships & Sex Education programme will be clear about the boundaries of their input and will be aware of the Relationships & Sex Education curriculum, relevant school policies and their work will be planned and agreed in advance.

Monitoring and Evaluation

The RSE programme is continually monitored and updated in line with changes in government guidance as well as changes to the law in the UK and societal trends and issues by the Head of Horizons, supported by the school's pastoral leaders.

Students' progress is evaluated through an online form which determines learning and the success of the programme, as well as giving students the opportunity to offer their feedback and any suggestions as to future changes to the programme.

Dissemination

The RSE policy is shared with all staff and is available from the Horizons (PSHE) coordinator, Designated Safeguarding Lead or Head of Junior School on request

Linked Policies

- Child Protection and Safeguarding Policy
- Online safety Policy /Use of Technology in School
- Anti-Bullying Policy
- PSHE Policy
- SMSC Policy
- Curriculum Policy

Appendix1: Junior School - Topic overview**Nursery and Reception**

- Valuing difference and diversity
- Kind and unkind behaviour
- Anti-bullying
- Conflict resolution
- Asking for help and telling
- Safety Circle
- Supporting others
- Being Healthy (including teeth hygiene)
- Speak out and stay safe and The Pants rule (NSPCC)

Year 1 and 2

- Friendships
- Truthfulness
- My family
- Special people
- Problem solving in relationships
- Different points of view
- Personal space Networks of support
- External names for parts of the body
- Germs (Hand washing)
- Growing up
- Caring families (Family variety)
- Being Healthy
- Speak out and stay safe and The Pants rule (NSPCC)

Year 3 and 4

- On and offline friendships
- Emotions in relationships
- Special people and networks
- Compromise and Empathy
- Conflict resolution
- Personal boundaries
- Self-respect and Mental wellbeing
- Stages of human life cycle (baby, infant, child, teenager, adult etc.)
- Seed + egg (where does life begin for all animals but not full reproduction)
- Male and female bodies
- Responsibilities for hygiene (Preventing spread of illnesses)

Year 5 and 6

- Mental health
- Self-respect & identity

- Feelings, thoughts, behaviour
- Networks of support
- Healthy friendships
- Consent
- Influences and pressures
- Online communities (Gaming/social media age restrictions)
- Healthy lifestyles
- Portion sizes
- Meal planning
- Sleep hygiene
- Dental health
- Risks & benefits of lifestyle choices
- Physical illness
- Defining bullying
- Bullying relating to race/ religion/culture
- Homophobic, biphobic & transphobic bullying
- Cyberbullying
- Equality Act

Year 5

- Names of sexual parts
- Puberty (Physical and emotional change)
- Menstruation
- Developing body image
- Changing hygiene routines
- Viruses and bacteria

Year 6

- Human lifecycle
- Sexual reproduction
- Changing emotions and relationships
- Marriage & civil partnership
- Families

Appendix 2 – Topics Taught in Years 7-13

The following list is all the required content that the new guidance states pupils must learn. Topics in black are currently taught and after each topic in bold is stated when they receive these lessons. The guidance states that “By the end of Secondary school pupils should know” the following:

Families

Pupils should know

- that there are different types of committed, stable relationships. **Year 8, 9, 10, 11**
- how these relationships might contribute to human happiness and their importance for bringing up children. **Year 8, 9, 10, 11**
- 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. **Year 8, 10**
- why marriage is an important relationship choice for many couples and why it must be freely entered into. **Year 8, 10**
- the characteristics and legal status of other types of long-term relationships. **Year 8, 10**
- the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. **Year 8, 9**
- 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. **Year 8, 9, 10, 11**

Respectful relationships, including friendships

Pupils should know

- 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. **Year 7, 8, 9, 10, 11, 12**
- practical steps they can take in a range of different contexts to improve or support respectful relationships. **Year 7, 8, 9, 10, 11, 12**
- 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). **Year 8, 9, 10, 11, 12**
- 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. **Year 7, 8, 9**
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. **Year 7, 9**
- that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. **Year 7, 8, 10**
- what constitutes sexual harassment and sexual violence and why these are always unacceptable. **Year 7, 8, 10**
- 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. **Year 8, 9, 12**

Online and media

Pupils should know:

- their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. **Year 7, 8, 9, 10**
- 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. **Year 7, 8, 10**
- not to provide material to others that they would not want shared further and not to share personal material which is sent to them. **Year 7, 8, 10**
- what to do and where to get support to report material or manage issues online. **Year 7, 8, 9, 10**
- the impact of viewing harmful content. **Year 7, 8, 10, 12**
- 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. **Year 9, 10, 12**
- that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. **Year 8, 10**
- how information and data is generated, collected, shared and used online. **Year 8**

Being safe

Pupils should know

- 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. **Year 7, 8, 10, 12**
- 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). **Year 7, 8, 9, 10, 11, 12**

Intimate and sexual relationships, including sexual health

Pupils should know

- 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. **Year 9, 10, 11, 12**
- 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. **Year 9, 11, 13**
- the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. **Year 9, 11**
- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. **Year 8, 9, 11, 12, 13**
- that they have a choice to delay sex or to enjoy intimacy without sex. **Year 9, 10, 11, 12, 13**
- the facts about the full range of contraceptive choices, efficacy and options available. **Year 9, 10, 11, 12**
- the facts around pregnancy including miscarriage. **Year 9, 11, 12**
- 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). **Year 9, 11, 12**

- 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. **Year 8, 9, 10, 11, 12**
- about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. **Year 8, 9, 11, 12**
- how the use of alcohol and drugs can lead to risky sexual behaviour. **Year 8, 10, 11, 12**
- how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. **Year 9, 10, 11, 12, 13**

Physical Health and Mental Wellbeing (Secondary) Required Content:

The guidance also states that “by the end of Secondary school students should know” the following:

Mental wellbeing

Pupils should know

- how to talk about their emotions accurately and sensitively, using appropriate vocabulary. **Year 7, 9, 10, 11, 12**
- that happiness is linked to being connected to others. **Year 8, 9, 10, 11, 12**
- how to recognise the early signs of mental wellbeing concerns. **Year 7, 8, 9, 10, 11, 12**
- common types of mental ill health (e.g. anxiety and depression). **Year 8, 9, 11, 12**
- 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. **Year 7, 8, 9, 10, 11, 12**
- the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness. **Year 7, 8, 9, 10, 11, 12**

Internet safety and harms

Pupils should know

- 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. **Year 7, 8, 9, 10, 11, 12**
- 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. **Year 7, 8, 9, 10**

Physical health and fitness

Pupils should know

- the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. **Year 7, 8, 11, 12**
- 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. **Year 7, 8, 9, 11**
- about the science relating to blood, organ and stem cell donation. **Year 11**

Healthy eating

Pupils should know

- how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer. **Year 9, 11**

Drugs, alcohol and tobacco

Pupils should know

- 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. **Year 7, 8, 10, 12**
- the law relating to the supply and possession of illegal substances. **Year 7, 8, 10, 12**
- the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. **Year 8, 10, 12**
- the physical and psychological consequences of addiction, including alcohol dependency. **Year 7, 8, 10, 12**
- awareness of the dangers of drugs which are prescribed but still present serious health risks. **Year 8, 12**
- 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. **Year 7**

Health and prevention

Pupils should know

- about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. **Year 7**
- about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. **Year 7**
- (late secondary) the benefits of regular self-examination and screening. **Year 9, 11**
- the facts and science relating to immunisation and vaccination. **Year 11**
- the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn. **Year 8, 10, 11**

Basic first aid

Pupils should know

- basic treatment for common injuries. **Year 7, 11**
- life-saving skills, including how to administer CPR. **Year 11**
- the purpose of defibrillators and when one might be needed. **Year 7, 11**

Changing adolescent body

Pupils should know

- key facts about puberty, the changing adolescent body and menstrual wellbeing. **Year 7**
- the main changes which take place in males and females, and the implications for emotional and physical health. **Year 7**