Livingstone Academy Bournemouth

Relationships, sex and health education policy

Version control	
February 2026	Reviewed in line with KCSiE 2025 and updated DfE RSHE guidance July 2025
September 2024	Reviewed, removed from 9.1 'the Wellness Curriculum and' addition of text in 9.2
September 2023	Reviewed, link removed in section 3
September 2022	Reviewed, 9.1 change to person reviewing policy,
October 2021	Reviewed, appendix 3 added
September 2020	New Policy

Date of next review:	Sept 2027	Owner:	Trust Safeguarding Lead
Type of policy	Outline Template	Approval level:	EOB

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1. Links to other policies

This policy operates in conjunction with the following school policies:

- Behaviour Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Online Safety Policy
- Anti-bullying Policy
- Child Protection and Safeguarding Policy
- Acceptable Use Agreement for Pupils (Devices and Technology)

2. Aims

At Livingstone Academy Bournemouth we understand the importance of educating pupils about relationships, sex and health so that they can make responsible and well-informed decisions in their lives.

The teaching of RSHE can help to prepare pupils for the opportunities, responsibilities and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of pupils at school and in the wider society.

The aims of relationships, sex and health education (RSHE) at our school are to:

- Develop skills and attributes such as resilience, self-esteem, risk-management, teamworking and critical thinking
- Provide young people with reliable information so they can make informed decisions about their health and bodies
- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Deal with misconceptions, myths and misunderstandings
- To safeguard pupils

3. Definition

RSHE stands for Relationship, Sex and Health Education. It is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity in a safe environment where pupils can discuss their thoughts and receive age appropriate reliable guidance. RSHE involves a combination of sharing information, and exploring issues and values. RSHE is **not** about the promotion of sexual activity, indeed evidence shows that the provision of well taught, effective RSHE reduces the likelihood of young people engaging in risky behaviours.

4. Statutory requirements

We have an obligation to provide pupils with high-quality, well-evidenced and age-appropriate teaching of these subjects. This policy outlines how the school's RSHE curriculum is organised and delivered, to ensure it meets the needs of all pupils.

Primary Academy:

The Relationships Education, RSE, and Health Education (England) Regulations 2019 states that Relationships Education is compulsory in all primary schools. Sex Education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education. (DfE RSE Guidance, 2025).

Within our primary academy we must provide relationships education to all pupils as per section 34 of the Children and Social Work Act 2017.

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSHE, we must have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996.

Secondary Academy:

Within our secondary academy we must provide RSE to all pupils as per section 34 of the Children and Social work act 2017.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At our Academy we teach RSHE as set out in this policy.

5. Policy development

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

1. Review – RSHE lead pulled together all relevant information including relevant national and local guidance

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

3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy and their views were listened to.

4. Pupil consultation – we investigated what exactly pupils want and need from their RSHE

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

6. Curriculum

For the purpose of this policy:

- "**RSHE**" is used to refer to the overall programme of relationships, sex and health education.
- "**RSE**" refers to relationships and sex education and is defined as teaching pupils about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others. Sex education is defined as education about human sexual reproduction and sexual intercourse.
- "**Health education**" is defined as teaching pupils about how they can make good decisions about their own health and wellbeing, and how physical health and mental wellbeing are interlinked.

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online. Younger pupils will be encouraged to speak with their parents if they ask any questions related to sex education that is not covered in the science curriculum.

The RSHE curriculum will be monitored and reviewed, in consultation with teachers, pupils and parents, and in accordance with DfE recommendations.

Primary Academy:

Livingstone Academy Bournemouth's approach to relationships education in our primary phase is on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe.

Relationships education is anchored in an understanding of positive relationships, and equips children to keep themselves and others safe, and to recognise and report risks and abuse, including online. There is a focus on boundaries, privacy, and ensuring children understand they have rights

over their own bodies and personal information. This will also include an understanding of boundaries in friendships with peers, families and with others, in all contexts, including online. Pupils should be able to recognise emotional, physical and sexual abuse. Even very young children can be equipped to understand what counts as abusive behaviour and to trust their instincts about behaviour that doesn't feel right.

We ensure that pupils understand about bullying, and that this can include the use of derogatory terms relating to sex, race, disability or sexual orientation. Pupils are taught how to report concerns and seek advice. While teaching children how to stay safe, including online, teachers make it clear that being a victim of abuse is never the fault of the child.

Protective and preventative content is introduced sensitively in an age appropriate way and in such a way that does not normalise risky behaviours and activities.

Secondary Academy:

Livingstone Academy Bournemouth understands that effective RSE does not encourage early sexual experimentation but in fact builds pupil's confidence and self-esteem and helps them to understand the reasons for delaying sexual activity. This curriculum will therefore aim to support pupils, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

The curriculum will provide knowledge about safer sex and sexual health. It is important to ensure that pupils are equipped to make safe, informed and healthy choices as they progress through adult life. This will be delivered in a non-judgmental, factual way and allow the pupils to ask questions in a safe environment. Teachers may use approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion and using question boxes to allow pupils to raise issues anonymously.

Secondary RSE teaching will provide a clear progression from what is taught to pupils in primary school. It will build on the foundations of RHE and, as pupils grow up, at the appropriate time extend the teaching to include intimate relationships.

Pupils will be taught the facts about the law, sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. All pupils will be offered a curriculum which is relevant to them and their developing sexuality. The curriculum will recognise that pupils may be discovering or understanding their sexual orientation or gender identity. The school will provide pastoral support as necessary following lessons with content that some students may find sensitive.

Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, will also be addressed sensitively and clearly, along with physical and emotional damage caused by female genital mutilation (FGM).

The school will teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. This will be delivered by focusing on boundaries and privacy, ensuring pupils understand that they have rights over their bodies. This will also include an understanding of boundaries in friendships with peers, families and with others, in all contexts, including online.

For more information about our curriculum, see our curriculum map in Appendix 1.

There may be times when pupils are exposed to something outside of school that needs discussion in school. Parents will be informed of any deviation from our published RSE policy in advance and any relevant materials will be shared with them on request.

7. Delivery of RSHE

RSHE is taught within the personal, development and wellbeing (PDW) education curriculum as well as through Deep Learning Days. Biological aspects of RSHE are taught within the science curriculum,

and other aspects are included in religious education (RE) which is taught during PSHE lessons and Deep Learning Days.

Lessons are taught by subject specialist teachers, experienced teachers and occasionally by external agencies such as school nurses or youth workers.

RSHE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

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

For more information about our RSHE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

8. Inclusion

All pupils have a right to age appropriate RSHE regardless of faith, gender, sexual orientation, race or disability. High quality teaching that is differentiated and personalised is the starting point to ensure accessibility for all of our pupils.

The SENDCo is able to advise teaching staff on how best to identify and support pupils' individual needs and also the use of TAs in order to meet pupils' individual needs.

The Equality Act of 2010 protects children, young people and adults against discrimination, harassment and victimisation in relation to education.

PD&W Leads, as well as the Safeguarding Leads, have a duty of care to ensure that all staff delivering RSHE are familiar with the Safeguarding Policy and understand the necessary protocol should a safeguarding issue arise. Furthermore, the backgrounds of all pupils are taken into account when planning and teaching, so that the topics are sensitive to the needs of our pupils and families.

9. Roles and responsibilities

9.1 Governance

The Board of Trustees for Aspirations delegates responsibility to local Regional Boards (RB). The RB will approve the RSHE Policy. This policy will be reviewed by the PDW Lead annually. At every review, the policy will be approved by the RB.

9.2 The Principal

The principal is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non statutory components of RSHE (see section 10). They will also ensure that all teaching staff receive ongoing training on issues relating to PSHE and RSHE and how to deliver lessons on such issues and make sure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to RSHE

9.3 Staff

Staff are responsible for:

- Delivering RSHE in a factual and sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils and seeking advice from the SENDCo about adapting materials for pupils with SEND who may require it
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non statutory components of RSHE

It is important that RSHE is taught by staff trained and eager to teach RSHE just like any other subject. If staff have concerns about teaching RSHE they should speak to their line manager, but it is an expectation that all staff will promote the values and ethos of the curriculum.

9.4 Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

10. The Law

It is important for pupils to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. The school curriculum will include teaching pupils about a range of important facts, including, but not limited to, the rules regarding personal information, pictures, videos and other material using technology. This will help pupils to identify what is right and wrong in law, but it can also be useful in providing a good foundation of knowledge for deeper discussion about all types of relationships.

Pupils will be made aware of the relevant legal provisions **when relevant topics are being taught**, including but not limited to:

- Marriage
- Consent, including the age of consent
- Violence against woman and girls
- Online behaviours including image and information sharing, "sexting," youth-produced sexual imagery, nudes, etc.
- Pornography
- Abortion
- Sexuality
- Gender identity
- Substance misuse
- Violence and exploitation by gangs
- Extremism and radicalisation

- Criminal exploitation, including through gang involvement or 'county lines' drugs operations
- Hate crimes
- Female genital mutilation (FGM)

11. Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the Academy will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Principal.

A copy of withdrawal requests will be placed in the pupil's educational record. The Principal will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

12. Training

Staff delivering RSHE are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.

13. Monitoring arrangements

The delivery of RSHE is monitored by the PDW Lead just like any other subject through the usual academy monitoring systems. For example, through:

- Learning Walks
- Book Scrutiny
- Data Analysis
- Pupil Voice
- Staff Consultations
- Ongoing CPD

Pupils' development in RSHE is monitored by class teachers termly through summative data. Pupils should be given feedback on their progress and be able to articulate their understanding of key aspects of the curriculum.

This policy will be reviewed annually.

Appendix 1: Curriculum map which covers all of the requirements of the DfE statutory guidance for RSE and Health Education July 2025

Secondary Relationships and Sex Education Curriculum map

YEAR GROUP	TOPIC/THEME
7	**Families** 1. That there are different types of committed, stable relationships. 2. How these relationships might contribute to wellbeing, and their importance for bringing up children. 3. Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony. 4. That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children. 5. That forced marriage and marrying before the age of 18 are illegal. 6. How families and relationships change over time, including through birth, death, separation and new relationships. 7. The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development. 8. How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust. **Online Safety and Awareness** 1. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. 2. Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. 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.

8	**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. **Online Safety and Awareness** 6. What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online 7. About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them.

	8. That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. 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.
9	**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 stigma 9. The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment. 10.How the use of alcohol and drugs can lead people to take risks in their sexual behaviour. 11.How and where to seek support for concerns around sexual relationships including sexual violence or harms. 12.How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment. **Online Safety and Awareness** 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.
10	**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. "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.

Secondary Health Education Curriculum map

YEAR GROUP	TOPIC/THEME
7	**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. **Wellbeing Online** 4. 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. 5. 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. 6. 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. **Physical Health and Fitness** 7. 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. **Health Eating** 8. How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease.

	Drugs, Alcohol, Tobacco and Vaping 9. 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. 10. The law relating to the supply and possession of illegal substances. **Health Protection and Prevention, and Understanding The Healthcare System** 11. Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics. 12. 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. 13. How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals. **Personal Safety** 14. 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). 15. How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media. **Basic First Aid** 16. Basic treatment for common injuries and ailments. **Developing Bodies** 17. The main changes which take place in males and females, and the implications for emotional and physical health.
8	Mental Wellbeing 1. 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. 2. 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. 3. How to critically evaluate which activities will contribute to their overall wellbeing. **Wellbeing Online** 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. **Physical Health and Fitness** 6. Factual information about the prevalence and characteristics of more serious health conditions.

	Health Eating 7. The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease. **Drugs, Alcohol, Tobacco and Vaping** 8. 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. 9. The physical and psychological consequences of problem-use of alcohol, including alcohol dependency. **Health Protection and Prevention, and Understanding The Healthcare System** 10. The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening. 11. 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. 12. 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. **Personal Safety** 13. 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. 14. Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime. **Basic First Aid** 14. Life-saving skills, including how to administer CPR. **Developing Bodies** 15. The facts about puberty, the changing adolescent body, including brain development.
9	**Mental Wellbeing** 1. 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. 2. 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. 3. 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. **Wellbeing Online**

	4. The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online. 5. 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** 6. That physical activity can promote wellbeing and combat stress. 7. The science relating to blood, organ and stem cell donation. **Health Eating** 8. The impacts of alcohol on diet and unhealthy weight gain. **Drugs, Alcohol, Tobacco and Vaping** 9. The dangers of the misuse of prescribed and over-the-counter medicines. 10. 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. 11. 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** 12. 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. 13. 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. 14. 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** 15. 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). 16. 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** 17. The purpose of defibrillators, when one might be needed and who can use them. **Developing Bodies** 18. 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. 19. The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.

Appendix 2: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within RSE lessons			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents	