



Leigh Academy
Ebbsfleet

Leigh Academy Ebbsfleet Relationships and Sex Education Guidance Policy

Version number:	2.0
Policy status:	Active
Date of issue:	Summer 2023
Date to be revised: (Bi-Annually)	Summer 2027

Revision Log (last 5 changes)

Date	Version no.	Brief detail of change
2025	2	Update as per 2 year review.
2023	1	Policy updated from the interim policy created and ratified by Brook Learning Trust. Policy is now updated and approved with Ebbsfleet policies and practice information.

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1. Introduction

At Leigh Academy Ebbsfleet we seek to develop students who will discover lifelong learning engaged in physical, moral and emotional development. Our Personal, Social and Health Education (PSHE) curriculum ensures that students have an opportunity to explore a range of modules regarding their personal, social, health and economic education. Specifically, our Relationship and Sex Education (RSE) curriculum is designed to teach students to understand the importance of healthy and safe relationships and of stable, loving relationships founded upon respect, love and mutual care. Within this context, we will deliver age-appropriate information addressing sex, sexuality and sexual health.

Leigh Academy Ebbsfleet is dedicated to delivering outstanding RSE education. Local health care professionals may be invited to discuss these issues at length with students through a course of timetabled lessons for Key Stage 3 students and drop-down days for Key Stage 4 students.

2. Aims

RSE and SMSC education is an important part of the curriculum of all pupils. This policy is designed to ensure that all pupils are aware of the important health and moral aspects of this part of life.

Aims and Objectives

- to give an understanding of human reproduction
- to promote the understanding of the physical and emotional changes that take place during adolescence
- to assist the development of informed, reasoned and responsible decisions
- to help young people be positive and confident about the emotional and moral aspects of sexual maturity
- to ensure knowledge of the relevant law
- to develop knowledge and understanding about the physiology of sex, contraception, male and female puberty, menstruation and sexually transmitted infections.
- to explore moral values, family values, religious values, gender roles and stereotyping
- to provide opportunities for pupils to examine their own values regarding sexual activity and related issues
- to explore the nature of a variety of personal relationships from friendship to intimacy
- to recognise abusive behaviour and how to keep safe

- to explore and be able to recognise abusive behaviour such as grooming, controlling and coercive behaviour, domestic violence, FGM and honour-based violence
- to explore issues of consent
- to develop an understanding of different types of relationships
- to develop empathy towards others and challenge prejudice
- to help students stay safe in the online world

Pupils examine their own beliefs, attitudes and values, and are encouraged to respect and reflect upon other opinions. The Leigh Academy Ebbsfleet recognises how a good RSE can help develop high self-esteem and self-image and improve confidence and responsibility for making informed decisions.

Our RSE curriculum is founded on the acquisition of social skills which are positive and respectful. We encourage students to develop a healthy, safe and secure relationship with themselves and others. Communication skills are essential and are promoted in class and around school.

The RSE curriculum covers puberty (to include both physical and emotional changes and how to deal with them), changing relationships, different types of relationships, healthy relationships, respecting LGBT and challenging homophobia, personal safety, healthy lifestyles and achieving a personal wellbeing, contraception and conception, the birth process, sexually transmitted infections, sexual consent, 'sexting' and the dangers of social media and the online world, and sex and the law. We are committed to challenging any prejudice and discriminatory behaviour or language at all times.

3. Definitions

This document uses 'RSE' to include both relationships education and relationships and sex education. This policy covers our academy's approach to relationships and sex education as set out in the Department for Education Statutory Guidance for RSE in Secondary schools 2020.

RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

4. Statutory requirements

[Updated guidance](#) was released by the Department for Education in July 2025. This is for implementation from September 2026, but the academy has made the decision to begin to update policy and curriculum from September 2025 in preparation for September 2026.

The duties on schools in this area are set out in legislation (Section 78 of the Education Act, 2002). The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make relationships education compulsory for all pupils receiving primary education and relationships and sex education (RSE) compulsory for all pupils receiving secondary education. They also make health education compulsory in all schools except independent schools.

This is statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996 – further details are in Annex A. Schools must have regard to the guidance, and where they depart from those parts of the guidance which state that they should (or should not) do something they will need to have good reasons for doing so.

As a secondary academy we must provide RSE to all students 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](#) from 2019. As stated above, the updated July 2025 guidance informs this policy to ensure a smooth transition between the sets of statutory guidance.

At Leigh Academy Ebbsfleet we teach RSE as set out in this policy. Current regulations and guidance from the Department for Education state that the RSE policy complements the following documents that inform Leigh Academy Ebbsfleet's RSE policy:

- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping Children Safe in Education – Statutory safeguarding guidance

5. How Sex & Relationships Education (RSE) is planned and delivered

We have developed the RSE curriculum in consultation with parents, students and staff, considering the age, needs and feelings of students. If students ask questions

outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Our RSE Programme will be planned based on; the PSHE Association Schemes of Work, our academy created resources and through the lessons from the Hodder Education PSHE resources which are designed with the new Key Stage 3 and Key Stage 4 RSE and PSHE Framework in mind. Lessons will include a wide range of activities and high-quality resources to promote understanding. Students will be given opportunities to discuss and reflect on work and we will use a variety of different assessment methods to gauge student progress and understanding.

Sex and Relationships Education is taught throughout the school. Leigh Academy Ebbsfleet provides RSE through the Life Skills curriculum, tutoring system, the pastoral team and through the ethos of our school. Many subjects including Science encompass RSE, and there is capacity in our Spiritual, Moral, Social & Cultural Development (SMSC) plan to discuss RSE issues in tutor time sessions. Where appropriate we deliver dedicated RSE sessions in assemblies to single year groups to ensure age appropriate RSE is delivered.

Leigh Academy Ebbsfleet understands the need for age-appropriate and relevant RSE which builds on students' prior knowledge. We place a high importance on creating a supportive and secure atmosphere both in class and across the school, where students can be confident in talking, listening and thinking about sex and relationships.

To do this, teachers:

- Establish firm ground rules with students
- Emphasise the importance of mutual respect
- Issue a non-personal open disclosure policy in class
- Encourage reflection

This builds into the school ethos of equality and freedom from discrimination across the school. Students are offered a range of teaching methods covering a range of topics in RSE. Leigh Academy Ebbsfleet is committed to an outstanding Sex and Relationships Education and understands that local health officials can further enhance students' education. Local doctors may be invited to deliver specific sessions on STIs, pregnancy and contraception with our students. All PSHE staff deliver resources which represent diverse beliefs, and which are appropriate to students' age, maturity, religious and cultural backgrounds.

6. Inclusion

We intend that our policy should enable all pupils to be included, irrespective of their cultural background, special educational needs or sexual orientation.

a) Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups. We will respond to parental requests and concerns.

b) Students with SEND

We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

c) Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality need to feel that sex and relationship education is relevant to them.

7. How Sex & Relationships Education is monitored and evaluated

The RSE policy is reviewed bi-annually to ensure outstanding practice and the most up to date curriculum is being delivered to students. RSE is monitored through the school accountability systems. SLT and the Curriculum Leader both review and respond to feedback from students, parents and staff regarding the RSE curriculum.

8. Right to Withdrawal

Following discussion with the school, parents/carers have the right to withdraw their child from the 'sex' elements of RSE.

Parents/carers do not have a right to withdraw their child from Health education, Relationships or any other aspect of PSHE/Life Skills education.

There is no right of withdrawal from National Curriculum Science which includes elements of sex education such as puberty and reproduction.

Three terms before they turn 16, a student can opt back into sex education lessons against their parents' wishes.

A standard letter will inform parents when Relationships and Sex education is being taught which gives them the choice to withdraw their child. The parent/carer would be asked to write to the school to state the reason for the request.

Should parents/carers wish to withdraw their child from sex education, they should complete the form linked in appendix 2. Before granting such a request an appropriate member of staff (usually the Head of Key Stage) would discuss the request with the parent/carer to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The materials to be taught would be made available to the parent/carer upon request.

This conversation should be documented. Once these conversations have taken place, except in exceptional circumstances, the school would respect the request of the parent/carer to withdraw the child from the sessions up to and until three terms before the child turns sixteen. At this point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms. (Children and Social Work Act 2017).

The Children and Social Work Act of 2017 also states that parents/carers are not able to withdraw their child from relationships education in secondary school.

This process is the same for students with SEND. However, there may be exceptional circumstances where the Headteacher may want to take a student's specific needs arising from their SEND into account when making this decision.

Alternative provision will be made for pupils who are withdrawn from sex education.

9. Roles and Responsibilities

Governors

The governing board will hold the headteacher to account for the implementation of this policy.

The Principal

Approval of this policy. The Principal and leadership team are responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

The Personal Development and Wellbeing Lead

The PD Lead is responsible for the design of the RSE curriculum, ensuring that it covers the statutory requirements. They will also ensure CPD opportunities are available for staff throughout the academic year.

Life Skills Co-ordinator of Learning

Ensure that the curriculum is planned to a high quality and that staff are supported to deliver this effectively.

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring, learning, understanding and progress
- Responding to the needs of individual pupils

Staff who have concerns about teaching RSE are encouraged to discuss this with the Principal.

Pupils

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

10. Training

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

Examples of such training providers include the Department for Education produced resources; The National College; The National PSHE Association quality assured resources.

The school may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

11. Assessment

Assessment should be made against clear learning outcomes and focus on knowledge, understanding and skills, including, but not limited to:

- Critical reflection
- Decision making and managing risk
- Developing relationships and working with others

12. Useful links for parents/carers

<http://www.brook.org.uk/>

<http://www.sexeducationforum.org.uk/home.aspx>

<https://www.childline.org.uk/Explore/SexRelationships/Pages/SexRelationships.aspx>

<https://www.gov.uk/government/publications/academy-and-free-school-funding-agreements-multi-academy-trust>

<http://www.legislation.gov.uk/ukpga/2017/16/section/34/enacted>

Parents/carers can request to view curriculum materials by emailing lifeskills@ebbsfleet.latrust.org.uk

13. Review and Ratification

The Policy is reviewed every two years and ratified by the Governors, following a review by the PD lead, in consultation with the Coordinator of Learning for Life Skills and the Senior Leadership team.

Appendix 1: By the end of secondary school pupils should know (July 2025 guidance)

TOPIC	PUPILS SHOULD KNOW
Families	1. That there are different types of committed, stable relationships. 2. How these relationships might contribute to wellbeing, and their importance for bringing up children. 3. Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony. 4. That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children. 5. That forced marriage and marrying before the age of 18 are illegal.⁸ 6. How families and relationships change over time, including through birth, death, separation and new relationships. 7. The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development. 8. How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust.

TOPIC	PUPILS SHOULD KNOW
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.

TOPIC	PUPILS SHOULD KNOW
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. 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.⁹ 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. 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.

TOPIC	PUPILS SHOULD KNOW
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.

TOPIC	PUPILS SHOULD KNOW
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.

TOPIC	PUPILS SHOULD KNOW
Mental Wellbeing	1. How to talk about their emotions accurately and sensitively, using appropriate vocabulary. 2. The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness. 3. That happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed. 4. That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal. 5. Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully-presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions. 6. How to critically evaluate which activities will contribute to their overall wellbeing. 7. Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it's possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it. 8. That gambling can lead to serious mental health harms, including anxiety, depression, and suicide, and that some gambling products are more likely to cause these harms than others. 9. That the co-occurrence of alcohol/drug use and poor mental health is common and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug use can trigger mental health problems or exacerbate existing ones. That stopping smoking can improve people's mental health and decrease anxiety.
Wellbeing online	1. About the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. 2. The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image); how people may curate a specific image of their life online; the impact that an over-reliance on online relationships, including relationships formed through social media, can have. 3. How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours. 4. The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt. 5. How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories. 6. The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online. 7. The serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it.
Physical health and fitness	1. The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health. 2. Factual information about the prevalence and characteristics of more serious health conditions. 3. That physical activity can promote wellbeing and combat stress. 4. The science relating to blood, organ and stem cell donation.

TOPIC	PUPILS SHOULD KNOW
Healthy eating	1. How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease. 2. The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease. 3. The impacts of alcohol on diet and unhealthy weight gain.
Drugs, alcohol, tobacco and vaping	1. The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health. 2. The law relating to the supply and possession of illegal substances. 3. The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol. 4. The physical and psychological consequences of problem-use of alcohol, including alcohol dependency. 5. The dangers of the misuse of prescribed and over-the-counter medicines. 6. The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so. 7. The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.
Health protection and prevention, and understanding the healthcare system	1. Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics. 2. Dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing consumption of sugar-containing food and drinks, and regular check-ups at the dentist. 3. How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals. 4. The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening. 5. The facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils. 6. The importance of sufficient good-quality sleep for good health, the importance of screen-free time before bed and removing phones from the bedroom, and how a lack of sleep can affect weight, mood and ability to learn. 7. The importance of healthy behaviours before and during pregnancy, including the importance of pre-conception health, including taking folic acid. The importance of pelvic floor health. Information on miscarriage and pregnancy loss, and how to access care and support. 8. How to navigate their local healthcare system: what a GP is; when to use A&E / minor injuries; accessing sexual health and family planning clinics; the role of local pharmacies; and how to seek help via local third sector partners which may have specialist services. 9. The concept of Gillick competence. That the legal age of medical consent is 16. That before this, a child's parents will have responsibility for consenting to medical treatment on their behalf unless they are Gillick competent to take this decision for themselves. Pupils should understand the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment.

TOPIC	PUPILS SHOULD KNOW
Personal safety	1. How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways – including level crossings - and water (including the water safety code), and in unfamiliar social or work settings (for example the first time a young person goes on holiday without their parents). 2. How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media. 3. How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure. 4. Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime. 5. The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an educational tool. Children should be taught that carrying weapons is uncommon, and should not be scared into the perception that many young people are carrying knives (which can lead to the misconception that they need to carry a knife too). 6. The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern.
Basic first aid	1. Basic treatment for common injuries and ailments. 2. Life-saving skills, including how to administer CPR. 3. The purpose of defibrillators, when one might be needed and who can use them.
Developing bodies	1. The main changes which take place in males and females, and the implications for emotional and physical health. 2. The facts about puberty, the changing adolescent body, including brain development. 3. About menstrual and gynaecological health, including: what is an average period; period problems such as premenstrual syndrome; heavy menstrual bleeding; endometriosis; and polycystic ovary syndrome (PCOS). When to seek help from healthcare professionals. 4. The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.

[Appendix 2: link to withdrawal form](#)