The 3-18 Education Trust

Relationships and Sex Education and Physical Health and Mental Well-being Policy

‘Every individual is in a great school.’

Approved: Autumn 2026
Review: Summer 2027

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✓ Compassionate ✓ Accomplished ✓ Resilient

Our Mission

Rooted in Equity. Belonging by Design. Success Without Limits

Our Values

Compassionate

To show care and understanding towards others.

Accomplished

To provide high quality education and training for all.

Resilient

To be solution focused and able to intelligently manage challenges.

The 3-18 Education Trust
101 Longden Road Shrewsbury
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Company Number: 08064698

Policy Monitoring and Review

Monitoring

The Chief Executive Officer will monitor the outcomes and impact of this policy on an annual basis.

Review

Member of Staff Responsible	Chief Executive Officer
Relevant Guidance/Advice/Legal Reference	Browne Jacobson; DfE statutory guidance
Policy Adopted By	Board of Directors
Consultation	Parents and Carers
Date of Policy	Summer Term 2026
Review Period	Annually
Date of Next Review	Summer Term 2027

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1. Introduction

1.1. The 3 – 18 Education Trust believes that in order to create a happy and successful adult life, children and young people need to have the self-confidence to make informed decisions about their wellbeing, health and relationships. Relationships and Sex Education (RSE) is about giving children and young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. Health Education is giving pupils information to make well-informed, positive choices about their own health and wellbeing. The Trust recognises that physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.

1.2. This policy is written with regard to the Department for Education's statutory guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' published in July 2025, which replaces the 2019 guidance and applies to all schools from 1 September 2026. The Trust's curriculum and this policy reflect the updated guidance, including its guiding principles: engagement with pupils and parents, positivity, careful sequencing of content, and the skilled delivery of participative education.

1.3. The Trust has a responsibility under the Equality Act 2010 to ensure the best for all pupils at its academies irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion or sexual orientation. As a result, Relationships Education, RSE and Health Education will be sensitive to the different needs of individual pupils and may need to adapt and change over time to reflect the needs of the particular cohort. The Trust may also take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of a protected characteristic.

1.4. The Trust is aware of the need to be mindful of and respectful to a wide variety of faith and cultural beliefs across its schools, and will make every attempt to be appropriately sensitive; equally it is essential that children and young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals. The Trust believes that its pupils deserve the right to honest, clear, impartial scientific and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

1.5. All teaching will be sensitive and age appropriate in approach and content. At the point at which each school considers it appropriate to teach pupils about lesbian, gay, bisexual and transgender (LGBT), each school will ensure that this content is fully integrated into programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. In line with the July 2025 statutory guidance, teaching in this area will be factual and will reflect the law, including the Equality Act 2010 and the legal definitions of sex and gender reassignment. Schools may explore contested topics in a balanced way but will not endorse any particular view, and will not present contested beliefs, including beliefs about gender identity, as fact.

1.6. This policy has been developed in consultation with parents, pupils and staff from all school within the Trust to ensure that it meets the needs of the whole Trust community. It will be monitored by analysing feedback received from pupils, staff and parents and also by observing RSHE lessons within our schools.

1.7. The policy will be reviewed annually, and parents will be consulted in advance about significant changes.

2. Aims and Objectives

2.1. Through the delivery of high quality, evidence-based and age-appropriate Relationships Education, RSE and Health Education, the Trust aims to help prepare pupils for the onset of puberty, give them an understanding of sexual development and the importance of health and hygiene, create a positive culture in relation to sexuality and relationships and to ensure pupils know how and when to ask for help and where to access support. By the end of their education the Trust hopes pupils will have developed resilience and feelings of self-respect, confidence and empathy in preparation for the responsibilities and experiences of adult life.

2.2. Relationships Education, RSE and Health Education are intended to help pupils to:

- Build healthy, respectful relationships focusing on family and friends.
- Understand how to be healthy and be aware of potential risk areas (such as drugs and alcohol).
- Learn about intimate relationships and sex.
- Learn about mental wellbeing.
- Develop key personal attributes, such as kindness, integrity, generosity and honesty.

3. Definition of Relationships Education and Relationships and Sex Education (RSE)

3.1. Relationships Education at primary phase is about teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults and who can support them. It includes how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy, establishing personal space and boundaries.

3.2. RSE is lifelong learning about physical, sexual, moral and emotional development. It is about teaching sex, sexuality and sexual health in a way that gives pupils the confidence to make sound decisions when facing risks and other challenges. It includes teaching about friendship, the importance of caring, stable and mutually supportive relationships with another person, and how to control and understand feelings that come with being in a relationship.

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

3.4. RSE will outline that there are different types of committed, stable relationships, the characteristics and legal status of other types of long-term relationships, the importance of marriage as a relationship choice and why it must be freely entered into, how relationships

might contribute to human happiness and their importance for raising children, as well as highlighting the roles and responsibilities of parents with respect to raising children, characteristics of successful parenting and how to judge when relationships have become unsafe as well as how to seek help or advice and report concerns about others.

4. Roles and Responsibilities

4.1. All members of the Trust community are expected to follow this policy. Roles, responsibilities and expectations of each section of the Trust and academy community are set out in detail below.

Board of Directors

4.2. Directors will monitor and evaluate the impact of the policy by reviewing pupils' progress in achieving the expected educational outcomes. They will hold the Chief Executive Officer to account for the implementation of the policy.

The Chief Executive Officer (CEO)

4.3. The CEO will ensure that Relationships Education, RSE and Health Education is taught consistently across the academies within the Trust and will report back to the Board of Directors on educational outcomes. They will ensure that senior staff receive regular professional development training in how to deliver Relationships Education, RSE and Health Education.

Headteacher

4.4. Each Headteacher, with support from their respective Senior Leadership Team, will ensure that staff are supported and up to date with policy changes. They will ensure that RSE and Health Education is well led, effectively managed and well planned across various subjects (to avoid unnecessary duplication of topics) and that the quality of provision is subject to regular and effective self-evaluation. The Headteacher will ensure that teaching is ageappropriate, delivered in ways that are accessible to all pupils with SEND and that the subjects are resourced, staffed and timetabled appropriately. They will ensure that teaching delivered by any external organisation is age-appropriate and accessible for pupils and will liaise with parents regarding any concerns or opinions regarding Relationships Education, RSE and Health Education provision and will manage parental requests for withdrawal of pupils from non-statutory, non-science components of Relationships Education, RSE and Health Education.

Staff

4.5. Teachers of RSE and Health Education will ensure that they are up to date with school policy and curriculum requirements regarding sex education and will attend and engage in professional development training. Teachers will encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. If a pupil comes to a member of staff with an issue that that member of staff feels they are not able to deal with alone, they will take this concern to their line-manager.

Parents

4.6. The Trust hopes to build a positive and supporting relationship with parents through mutual understanding, cooperation and trust. Parents are expected to share the responsibility of

sex education and support their children's personal, social and emotional development. The Trust hopes parents will create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school. Parents are also encouraged to seek additional support in this from the academy their child attends where they feel it is needed.

4.7. In line with the July 2025 statutory guidance, each school will be open with parents about what is taught in Relationships Education, RSE and Health Education and when. Parents will be able to view all curriculum materials used to teach these subjects, and copyright restrictions will not prevent a parent from viewing materials on the school premises. Schools will proactively share information about curriculum content, will consult parents when this policy is reviewed, and will inform parents in advance where teaching is planned in response to a specific contextual issue.

Pupils

4.8. Pupils are expected to take RSE and Health Education seriously. Pupils are expected to listen, be considerate of other pupils' feelings and beliefs, comply with class-set confidentiality rules and support one another with issues that arise during class. Pupils who fail to follow these standards of behaviour will be dealt with under the Trust's behaviour policy.

5. Delivery of Relationships Education, RSE and Health Education

5.1. RSE and Health Education will be delivered in a non-judgmental, factual way allowing scope for children and young people to ask questions in a safe environment. Teachers will tailor the delivery of RSE and Health Education to meet the specific needs of the pupils in that class, and to be responsive to their behaviour and development. Classes will explore different attitudes, values and social labels, and develop skills that will enable our pupils to make informed decisions regarding sex and relationships as well as being able to differentiate between fact, opinion and belief and an understanding of the law on various topics. Pupils will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use.

5.2. Staff will ensure that all resources used in the delivery of RSE and Health Education are appropriate for the age and needs of their pupils. Examples of these resources are included in the Annexes of this policy.

Primary schools:

5.3. In our primary schools Relationships Education will be delivered in: PSHE and Science lessons. Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Staff will use teaching methods that take account of these differences and the potential for discussion on a one-to-one basis or in small groups.

5.4. Where our primary schools teach non-statutory sex education (conception and birth), this will be taught in Year 5 and/or Year 6, in line with the DfE's recommendation in the July 2025 statutory guidance. Where a primary school identifies a specific contextual need to address harmful online sexual content or the sharing of nudes with older pupils, this will be

handled sensitively and age-appropriately, and parents will be informed before any such teaching takes place.

Secondary schools:

5.5. In our secondary academies RSE will be delivered in: Science, PSHE, Religious Studies and will build on the foundation of Relationships Education delivered in primary school.

6. Relationships Education and RSE: Curriculum and Outcomes

6.1. By the end of their primary education the Trust expects pupils to know the information set out at Annex 1. The Trust recognises that primary-age pupils may ask their teachers or other adults questions pertaining to sex or sexuality which go beyond the designed curriculum for Relationships Education. Teaching methods will take account of the potential different types of questions and behaviours likely to arise and staff will assess which types of teaching methods would be most appropriate (for example, a full class setting, one-to-one discussions or in small groups).

6.2. By the end of their secondary education the Trust expects pupils to know the information set out at Annex 2.

6.3. From September 2026, each school's curriculum will reflect the additional content in the July 2025 statutory guidance. At secondary this includes: the criminal nature of strangulation and suffocation; sexual harassment, stalking and image-based abuse, including deepfakes and AI-generated content; sextortion (financial sexual exploitation); the harms associated with pornography, including unrealistic expectations of sex and relationships; and challenging misogyny, everyday sexism and harmful online subcultures, with a focus on positive role models. Teaching will avoid language or approaches that stigmatise boys or suggest that girls are inevitably victims of abusive behaviour.

7. Health Education: Physical health and mental well-being

7.1. The Trust wishes to promote pupils' health and well-being by encouraging self-control, their ability to self-regulate and strategies for doing so. This will enable pupils to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. The Trust believes that an integrated, whole-school approach to the teaching and promotion of health and wellbeing will have a positive impact on behaviour and attainment. Health Education will be delivered in: science, computing, Physical Education (PE) and Personal, Social, Health and Economic Education (PSHEE).

7.2. By the end of their primary education the Trust expects pupils to know the information set out at Annex 3.

7.3. By the end of their secondary education the Trust expects pupils to know the information set out at Annex 4.

7.4. The July 2025 statutory guidance strengthens the content on mental wellbeing and physical health, and each school's curriculum will reflect this from September 2026. At primary, this includes supporting pupils to develop emotional regulation, to cope with everyday worries and to know when and how to ask for help, together with personal safety,

including around roads, railways and water. At secondary, each school will have a plan for addressing suicide prevention safely: this content will be planned with input from mental health professionals, staff will be equipped with the knowledge and skills to deliver it safely, and graphic or instructional material will never be used. The same care will apply to any teaching about self-harm and eating disorders. Secondary health education will also address vaping and nicotine addiction, gambling and gambling-style features in online products, the importance of sleep, and menstrual and gynaecological health, including endometriosis and polycystic ovary syndrome (PCOS).

8. Pupils with special educational needs and/or disabilities

8.1. The Trust will endeavour to ensure that Relationships Education, RSE, and Health Education is accessible for all pupils. We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education, RSE and Health Education may be particularly important for such pupils, for example those with Social, Emotional and Mental Health needs or learning disabilities. Teaching will be sensitive, age-appropriate, developmentally appropriate, differentiated and personalised to meet the specific needs of pupils at different developmental stages.

8.2. Staff will make reasonable adjustments to alleviate disadvantage faced by pupils with disabilities and will be mindful of the SEND Code of Practice and the Trust's SEND Policy when planning for these subjects. Staff will use a variety of different strategies to ensure that all pupils have access to the same information, which may include: use of interactive teaching methods, videos, group and paired activities, drama, role play.

9. Right to request withdrawal from sex education

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

9.2. Parents of children in primary academies have the right to withdraw their child from sex education and should state this in writing and send it to the Headteacher, Parents of children in secondary academies have the right to request that their child be withdrawn from some or all of the sex education aspects of RSE.

9.3. Before withdrawing or making a request, the Trust strongly urges parents to carefully consider their decision as sex education is a vital part of the school curriculum and supports child development. Parents cannot withdraw their child from Relationships Education or Health Education or the elements on human growth and reproduction which fall under The Science curriculum.

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

9.5. If a pupil is excused from sex education the respective school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

10. Confidentiality and Child Protection

10.1. The Trust hopes to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. All teachers will receive training around confidentiality and should ensure that pupils understand that they cannot offer unconditional confidentiality. If a child protection issue is disclosed to a member of staff, that member of staff should follow the Trust's Child Protection and Safeguarding procedures.

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

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

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

11. Equal opportunities

11.1. Relationships Education, RSE, and Health Education will be delivered equally to boys and girls, normally in mixed classes. There are, however, certain topics that may be delivered in single sex groupings e.g. menstruation and personal hygiene. Where topics are taught in single sex groups, this will be done in a way that avoids stigmatising boys or suggesting that girls will inevitably be victims of abusive behaviour or are responsible for protecting themselves.

11.2. The Trust has a commitment to ensure that Relationships Education, RSE and Health Education is relevant to all pupils and is taught in a way that is age and stage appropriate. Pupils are encouraged to openly and freely discuss diversity of personal, social and sexual preferences. Prejudiced views will be challenged, and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously in accordance with the Trust's behaviour policy.

12. Complaints

12.1. If parents have any concerns or complaints over the application or implementation of this policy they should raise their concerns with a staff member or the Headteacher in accordance with the Trust's Complaints Policy.

Annex 1 Relationships Education Primary stage curriculum and outcomes

Year Group	Topic/Theme	Resources
Year 2	Relationships: • Things that cause conflict between me and my friends • What I do when my friend makes me upset	Various resources are used within our schools. A number of our schools use the PSHE scheme 1 Decision to deliver RHE
Year 3	My changing body: How boys' and girls' bodies change as we grow up, and how these changes affect us	Various resources are used within our schools. A number of our schools use the PSHE scheme 1 Decision to deliver RHE

Relationships Education

Families and people who care for me	• that families are important for children growing up because they can give love, security and stability • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• how important friendships are in making us feel happy and secure, and how people choose and make friends • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded

	• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • practical steps they can take in a range of different contexts to improve or support respectful relationships • the conventions of courtesy and manners • the importance of self-respect and how this links to their own happiness • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • what a stereotype is, and how stereotypes can be unfair, negative or destructive • the importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	• that people sometimes behave differently online, including by pretending to be someone they are not • that the same principles apply to online relationships as to face-toface relationships, including the importance of respect for others online including when we are anonymous • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • how information and data is shared and used online

Being safe	• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
	• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • how to recognise and report feelings of being unsafe or feeling bad about any adult • how to ask for advice or help for themselves or others, and to keep trying until they are heard • how to report concerns or abuse, and the vocabulary and confidence needed to do so

Sex Education

All primary schools within our trust deliver Sex Education. Parents are consulted before these lessons take place about the likely content that their children will be taught and the school's overall policy.

The National Curriculum for Science covers:

- naming the main external parts of the human body,
- the human body as it grows from birth to old age (including puberty),
- processes of reproduction and growth in animals and
- reproduction in some plants.

Resources

A number of our schools use the PSHE scheme, 1 Decision, to support them in delivering Sex Education. Further details about this scheme can be sought individually from each school.

Annex 2 RSE Secondary stage curriculum and outcomes

Families	• that there are different types of committed, stable relationships • how these relationships might contribute to human happiness and their importance for bringing up children • what marriage is, including their legal status – for example, 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

	• why marriage is an important relationship choice for many couples and why it must be freely entered into • the characteristics and legal status of other types of long-term relationships • the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • 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), how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	• the characteristics of positive and healthy friendships, in all contexts including online, such as: – trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict – reconciliation and ending relationships, this includes different (nonsexual) types of relationship • practical steps they can take in a range of different contexts to improve or support respectful relationships • how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, how they might normalise non-consensual behaviour or encourage prejudice) • 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 • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • that some types of behaviour within relationships are criminal, including violent behaviour and coercive control • what constitutes sexual harassment and sexual violence and why these are always unacceptable

	• 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
Online and media	• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online

	• about online risks, including that any material someone provides to another has the potential to be shared online, “sexting”, and the difficulty of removing potentially compromising material placed online • not to provide material to others that they would not want shared further and not to share personal material which is sent to them • what to do and where to get support to report material or manage issues online • the impact of viewing harmful content • that specifically sexually explicit material, for example 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 • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • how information and data is generated, collected, shared and used online
Being safe	• 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 • 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
Intimate and sexual relationships, including sexual health	• how to recognise the characteristics and positive aspects of healthy one-toone intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example physical, emotional, mental, sexual and reproductive health and wellbeing • the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • that they have a choice to delay sex or to enjoy intimacy without sex • the facts about the full range of contraceptive choices, efficacy and options available
	• the facts around pregnancy including miscarriage

	• 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) • how the different sexually transmitted infections (STIs), including HIV and AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • how the use of alcohol and drugs can lead to risky sexual behaviour • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

The National Curriculum for Science covers:

Key Stage 3

- reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta, and
- reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms.

Key stage 4

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

Annex 3 Health Education Primary stage curriculum and outcomes

Mental wellbeing	• that mental wellbeing is a normal part of daily life, in the same way as physical health • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough
Internet safety and harms	• that for most people the internet is an integral part of life and has many benefits • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private • why social media, some computer games and online gaming, for example, are age restricted • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted • where and how to report concerns and get support with issues online
Physical health and fitness	• the characteristics and mental and physical benefits of an active lifestyle • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise • the risks associated with an inactive lifestyle (including obesity)

	• how and when to seek support including which adults to speak to in school if they are worried about their health
Healthy eating	• what constitutes a healthy diet (including understanding calories and other nutritional content)
	• the principles of planning and preparing a range of healthy meals • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)
Drugs, alcohol and tobacco	• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
Health and prevention	• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing • the facts and science relating to allergies, immunisation and vaccination
Basic first aid	• how to make a clear and efficient call to emergency services if necessary • concepts of basic first-aid, for example dealing with common injuries, including head injuries
Changing adolescent body	• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes • about menstrual wellbeing including the key facts about the menstrual cycle

Annex 4 Health Education Secondary stage curriculum and outcomes

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

Internet safety and harms	• 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, overreliance 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 • 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	• the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress • 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 cardio-vascular ill-health • about the science relating to blood, organ and stem cell donation
Healthy eating	• how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer
Drugs, alcohol and tobacco	• 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 • the law relating to the supply and possession of illegal substances • the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood • the physical and psychological consequences of addiction, including alcohol dependency • awareness of the dangers of drugs which are prescribed but still present serious health risks • 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
Health and prevention	• about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics
	• about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist • (late secondary) the benefits of regular self-examination and screening • the facts and science relating to immunisation and vaccination • the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn
Basic first aid	• basic treatment for common injuries • life-saving skills, including how to administer CPR

	• the purpose of defibrillators and when one might be needed
Changing adolescent body	• key facts about puberty, the changing adolescent body and menstrual wellbeing • the main changes which take place in males and females, and the implications for emotional and physical health

Primary Overview

Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	Road Safety, Water Spillage, Jealousy	Tying Shoelaces, Staying Safe, Practice Makes Perfect, Helping Someone in Need, Worry, Anger	Leaning Out of Windows, Stealing, Grief	Cycle Safety, Coming Home on Time, Jealousy	Peer Pressure, Looking Out for Others, Anger Management	Water Safety, Impulsive Behaviour, Worry
Spring	Washing Hands, Friendship, Online Bullying	Healthy Eating, Brushing Teeth, Bullying, Body Language, Image Sharing, Computer Safety Documentary	Medicine, Touch, Making Friends Online	Healthy Living, Relationships, Online Bullying	Smoking, Puberty, Image Sharing	Alcohol, Conception, Online Relationships
Summer	Democracy, Growing in Our World, Hoax Calling	Individual Liberty, Rule of Law, Living in Our World, Working in Our World, Petty Arson, Enya & Deedee Visit the Fire Station	Tolerance, Looking After Our World, Texting Whilst Driving	Breaking Down Barriers, Chores at Home, First Aid Year 4	Inclusion & Acceptance, Enterprise, First Aid Year 5	British Values, Finance & Money, First Aid Year 6

Year Group	Unit 1	Unit 2	Unit 3
Year 7	**Relationships and family life**	**Health, Wellbeing and Growing Up**	**Personal safety and risk awareness**
	How do relationships change over time and how can people seek support when navigating those changes?	How does puberty affect emotions and relationships, and how can young people manage these changes	How can we stay safe near rivers, canals, lakes and reservoirs, and what should we do in an emergency?
	How do roles and responsibilities vary within families, and why is it important to understand these differences?	How can young people manage menstrual wellbeing and challenge misconceptions about menstruation?	How can we take responsibility for our own safety when crossing roads independently?
	What makes a relationship healthy or unhealthy, and how should we respond to unhealthy behaviours?	How can we manage our emotions during times of change to support our wellbeing?	How can we recognise and manage risks around railways to keep ourselves and others safe?
	How can effective communication help people manage conflict in relationships?	How can people maintain good dental health and make informed choices about dental care?	How can we increase our personal safety in public places and respond appropriately if we feel unsafe?
	How can people make long-term commitments in relationships, and why is it important that marriage is entered into freely and legally?	How do internal and external influences affect self-expression and body image?	How can we recognise a life-threatening emergency and provide basic life support safely and effectively?
	What is the legal status of marriage and civil partnerships, and why do people hold different views about them?	How can we make informed and healthier food choices despite the influences around us?	
Year 8	**Digital Safety and Responsible Online Behaviour**	**Relationships, Boundaries and Healthy Choices**	**Focuses on inclusion, discrimination, belonging and relationships between people.**
	Why do people create and share deepfake images, and what are the consequences for individuals and society?:	How do personal values influence the choices we make in relationships?	What helps people feel a sense of belonging in a community, and how can communities be more inclusive?
	How should people respond to deepfake images online and help create safer online communities?	Why is it important to respect other people's boundaries and choices?	How do bias and stereotypes affect the way people think, behave and treat others?
	How can we recognise the warning signs of online grooming and stay safe when communicating online?	Why is it important to avoid making assumptions about other people's feelings, choices and boundaries	How can discrimination affect people and communities, and what can we do to challenge it safely?

	How can we recognise, prevent and respond to cyberbullying? How can we stay safe and respectful when communicating online? Does call-out culture help create a fairer society, or can it sometimes cause more harm than good?	How can people make informed decisions about their health and know where to access reliable support? How can people protect their sexual health and reduce the risks associated with sexually transmitted infections (STIs)? How can people manage the end of a relationship in a healthy, safe and respectful way? How can we recognise the risks of FGM and access help and support if someone is at risk or has been affected?	How can people respectfully manage disagreements when they have different values or viewpoints? How can people contribute positively to diverse communities and help others feel included and supported? How can misogynistic beliefs and attitudes harm people, and how can they be challenged effectively? How do misogynistic ideas spread online, and how can people respond to them safely and effectively?
Year 9	**Substance use and decision-making** How do influences and misconceptions affect decisions about vaping, and what are the potential consequences? Why do some young people choose to use drugs, while others choose not to? What are the legal consequences of possessing, supplying or using illegal drugs, and why do these laws exist? How can alcohol and cannabis affect a person's health, and what factors influence decisions about using them How can young people manage pressure and influence relating to alcohol, vaping and drugs?	**Self-Esteem, Resilience and Wellbeing** How can resilience help us maintain good mental health and overcome challenges? How can resilience help us maintain good mental health and overcome challenges? Why do we need self-esteem and how can we build it up? Building Self-Esteem and Positive Self-Talk How does social media affect our self-esteem, body image and mental health? How can body shaming affect people's wellbeing, and how can we challenge it effectively?	**Relationships, Consent and Online Safety** How can pornography influence people's expectations of themselves, others and relationships? How can social attitudes influence image sharing? What is 'sexting' and why should I be bothered about it? What do freedom and capacity mean in relation to consent, and why are they so important How can we recognise unhealthy or abusive behaviours in relationships and support people who may need help How can we recognise the warning signs of online grooming and keep ourselves safe online?

	Risk, Substance Use and Personal Safety	**Crime, Justice and the Law**	**Healthy Relationships, Consent and Sexual Health**	**Community, Belonging and**	**Online Safety, Consent and**
Year 10	Why do teens get involved with knife crime and what are the consequences? Can alcohol and drugs change the decisions we make about our safety How Can People Recognise When Support Is Needed for Substance Use and Where Can They Get Help?	How does the law deal with young offenders? How Does Our Criminal Justice System Work?	What role do intimacy, communication and consent play in healthy relationships? How can people make informed choices about sex and contraception? How can people protect and maintain their sexual health? How Can We Recognise and Respond to Pressure, Persuasion and Coercion in	How can our beliefs and actions affect diversity and community cohesion? How does violent extremism differ from legitimate protest and dissent, and how can we respond to worrying How Are People Drawn Into Extremist Groups?	What are deepfakes and how and why can they be harmful? How can we protect ourselves from fraudsters and scams? How can we challenge attitudes and pressures that encourage the sharing of private images without
Year 11	**Reproductive Health and Future Choices** How Can We Recognise When Period Symptoms May Need Medical Support and How Can We Seek Help for Menstrual Health Concerns? How do fertility, lifestyle choices and different routes to parenthood influence future decisions about having a family? What are the possible outcomes of an unplanned pregnancy and how can people access advice and support? What laws relate to abortion and what support is available to people facing pregnancy choices? How can we recognise unusual changes in our bodies and seek medical help when something may be wrong?	**Relationship Safety and Harmful Behaviours** How Can We Recognise Coercive Control and Where Can People Go for Help and Support? How do we recognise child sexual exploitation and how easily can it happen? How can we identify healthy and unhealthy relationship behaviours and manage conflict and breakups respectfully and safely? What is the difference between arranged marriage and forced marriage, and how can someone get help if they are at risk? How do misogynistic beliefs and attitudes spread online, and what impact can they have on individuals and society? How can we safely challenge misogynistic beliefs and attitudes, and help limit their spread?	**Digital Literacy, AI and Online Influence** How do AI chatbots affect wellbeing and relationships? How are targeted online adverts used to influence spending decisions, and what can we do to manage their influence? How can people lose money online, and what can they do to stay safe? What are the limitations of generative AI, and how might it affect people's rights and experiences online	**Financial Decision-Making and Money Management** How does student finance work and what should people consider before applying for it? How can people borrow money responsibly, and how do they assess the risks and benefits of different borrowing whether renting or buying a property is the most suitable option for their circumstances What influences people to invest in cryptocurrency, and how can they assess the risks and rewards before making financial mental health and wellbeing, and what support is available when people experience financial difficulties	

Secondary Tutor Overview

Year 7	Year 8	Year 9	Year 10	Year 11
	New starts	New starts	New starts	New starts
New starts	What is a healthy lifestyle	1. Social Influences: Tackling Peer Pressure	1. Addictive Substances: Legal and Illegal Drugs	1. Post-16: Choices, Choices
Letter to Year 11 self	Healthy lifestyles: exercising for physical and mental wellbeing	2. Social Influences: Young People and Gangs	2. Illegal Drugs: Risks, Consequences and Support	2. Decision Making: Choosing Your Post-16 Pathway
	Healthy lifestyles: taking responsibility for your physical health	3. Managing Risk: Looking After Your Personal Safety	3. Alcohol: Risks, Consequences and Safety	3. Researching Volunteering and Paid Work
Black history month	Black history month	Black history month	Black history month	Black history month
Staying safe bonfire night	Staying safe bonfire night	Staying safe bonfire night	Staying safe bonfire night	Staying safe bonfire night
1. What is Mental Health?	Healthy lifestyles: Achieving balance	1. What Are My Skills?	4. Smoking and Vaping: Risks and Consequences	Health Related Choices: Blood, Organ and Stem Cell Donation
2. Mental Health: Talking About Our Emotions	Managing our health: Services and support	2. What Comes After School: The Main Learning Pathways	5. Substance Addiction: How to Seek Help	Mocks Health Related Choices: Blood, Organ and

				Stem Cell Donation
3. Social Media and Mental Health	Healthy lifestyles: Health services, self-examination, and vaccination	3. Decision Making: Choosing What to Study at KS4	Winter wellbeing	1. Recognising Strengths in Ourselves and Others
New year	New year	New year	New year	New year
Winter wellbeing	Winter wellbeing	Winter wellbeing	1. An Introduction to Body Image	Winter wellbeing
Recognising and Preventing Bullying	1. Media Literacy: Staying Safe Online	1. Developing Your Leadership Skills	2. Health-Related Choices: Aesthetic Procedures	2. Mental Health: Developing Coping Strategies
Childrens mental health week	2. Staying Safe Online: Protecting Your Personal Data	The Role of Constructive Criticism		Mo
Apprenticeship week	Apprenticeship week	1. What is Diversity?	Apprenticeship week	Ap we
1. What Is a Career?	1. What Are My Interests?	2. Challenging Gender Stereotypes	Careers week	Ca
2. Exploring Possibilities: Dream Jobs	2. Challenges and Rewards of Work	3. Challenging Prejudice and Discrimination	1. Gambling: The Facts	Fir W
3. Careers and the Future	3. Job Applications: Superhero CVs	4. Recognising and Preventing Discrimination	2. Gambling: Risks, Consequences and Safety	
Tutor project-raising money/awareness for charities	Tutor project-raising money/awareness for charities	Tutor project-raising money/awareness for charities	Planning and organising revising effectively	
			Getting ready for work experience	

				Workplace Expectations and Professional Behaviour
				Health and Safety
	Pride month	Pride month	Pride month	Pride month
	1) What does LGBTQAI stand for?	1. What Does Success Mean to Me?	1. What Is the Labour Market and Why Is It Important?	Health and Safety
	2) Understanding Gender identity	2. Creating the Life You Want: Vision Board	2. Working and Earning: Managing Your Money	Making the Most of Work Experience
	3)Transgender and Non-Binary Identities			
	4) Advice And Allyship	3. Careers and the Climate	3. Taking Control of Your Career Journey	Wellbeing in the workplace
	Being safe in summer	Being safe in summer	Being safe in summer	Being safe in summer