



Windsor Academy Trust
Cheslyn Hay Academy

**Relationship and Sex Education (RSE) and Health
Education Policy**

Secondary

Responsible Committee:	Education, Performance and Standards
Date approved by the Board of Directors:	13 July 2023
Implementation date:	July 2023
Next review date:	July 2024

All SRE (sex and relationships) has been amended to RSE (relationships and sex) throughout the policy except if referring to external documents where SRE is used

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Introduction

This policy outlines for all stakeholders the key elements of Relationships and Sex Education (RSE) delivery at Cheslyn Hay Academy. All schools must have an up to date RSE policy which is made available for inspection and to parents. The policy must:

- Define sex and relationships education
- Describe how relationships and sex education is provided and who is responsible for providing it
- Explain how relationship and sex education is monitored and evaluated
- Include information about parents' rights to withdrawal
- Be reviewed annually.

1. Aims and objectives

1.1 The aim of RSE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour.

1.2 The Cheslyn Hay Academy RSE policy therefore has the following aims:

- To provide the knowledge and information to which all students are entitled
- To raise students' self-esteem and confidence, especially in their relationship with others
- To help students develop skills (language, decision making, choice assertiveness) and make the most of their abilities
- To develop students' skills for a healthier and safer lifestyle
- To develop students' communication skills and assertiveness skills to cope with the influences of their peers and the media
- To ensure students know how to keep themselves safe when using social media
- To provide a description of how RSE is delivered, monitored and evaluated in school
- To help students learn to respect and care for their bodies
- To prepare students for puberty and adulthood
- To help students learn how to gain access to information and support.

1.3 At the end of Key Stages 3, 4 and 5 students will have had opportunities to gain knowledge and skills necessary to build and maintain healthy relationships including sexual relationships. They will also have considered their own and others' attitudes towards relationships and sex as they begin to develop positive values which will guide them in making healthy choices in their future relationships.

2. Statutory requirements

2.1 Documents that inform the school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- DfE 2000 Sex and Relationships Education guidance [DfE Guidance](#).
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century (2014)
- Children and Social Work Act (2017)
- Keeping children safe in education – Statutory safeguarding guidance
- Sex and Relationship Education (SRE) for the 21st century (2019)
- Relationship and Sex Education (RSE) and Health Education (2020).

- 2.2 Revised Department for Education statutory guidance 'Relationships and sex education (RSE) and health education' February 2019, replaces 'Sex and Relationships guidance', 2000.
 - 2.3 Relationship and sex education and health education are now compulsory. This guidance applies to all schools providing secondary education. The statutory guidance specifies what students should know by the end of secondary school:
 - 2.4 Relationships and sex education: Families, Respectful relationships and friendships, Online and media, Being safe, Intimate and sexual relationships including sexual health.
 - 2.5 Physical health and mental wellbeing: Mental wellbeing, Internet safety and harms, Physical health and fitness, Healthy eating, Drugs, alcohol and tobacco, Health and prevention, Basic first aid and changing adolescent body.
3. Policy development and review
- 3.1 This policy was written by the combined secondary PSHCE/PSHE subject leaders of Windsor Academy Trust and senior pastoral leads, using materials referenced above. There are sections within this policy which are individualised and are adapted by each setting. Parents/carers in each setting were invited to feedback on the policy and are able to view the policy on each school's website. The policy was then disseminated to all staff so that they were able to provide feedback. This policy will be approved by the Trust Board and is shared with the Local Advisor Board of each individual school to ensure that it is implemented in practice.
 - 3.2 The RSE policy for staff will be monitored and reviewed annually by key senior staff and secondary PSHE/RSE subject leaders of Windsor Academy Trust. Any review of the policy will take into consideration the needs of students and national advice and guidance. Any recommended changes need to be approved by the Trust Board on an annual basis.
 - 3.3 All children are entitled to good quality RSE that meets their needs. Cheslyn Hay Academy will involve its students from Years 7-13 in having a say in developing RSE practice. RSE will be audited and reviewed regularly to ensure that it meets the needs of the students across the academy trust and each individual school.
4. Defining Relationships and Sex Education
- 4.1 Relationships and Sex Education (RSE) is learning about our bodies, health and relationships; with a particular focus on puberty and growing up, sexual health, sexuality, sexual intimacy, dealing with emotions and managing personal relationships. RSE is taught gradually, so that learning can be built up year-by-year in a way that is appropriate to the age and maturity of each child; responds to the needs they have, and enables them to successfully manage the challenges they face as they grow up.
 - 4.2 RSE teaches children to develop values, attitudes, and learn personal and social skills, and increase their knowledge and understanding to enable them to make informed decisions and healthier life choices and understand the importance of caring and loving relationships. As such it has a significant role to play in a child's social, moral, spiritual and cultural development.
 - 4.3 RSE makes an essential and significant contribution to safeguarding children during their school-age years and into the future. RSE should enable young people to develop skills and confidence to access professional advice and appropriate health services. It enables children to understand their physical and emotional development

and enables them to take increasing responsibility for their own health and wellbeing and that of others.

- 4.4 “Effective relationships and sex education is essential if young people are to make responsible and well informed decisions about their lives. School provides a setting in which young people can be offered appropriate RSE. The purpose of RSE is to assist young people to prepare for adult life by supporting them through their physical, emotional and moral development and by helping them to understand themselves, respect others and form and sustain healthy relationships”. RSE is not about the promotion of sexual activity.
5. Delivery of RSE
- 5.1 The delivery of relationships and sex education is factual, sensitive and balanced, not judgemental. RSE encourages in students a heightened awareness of the significance of family life, marriage and stable and loving relationships. The personal beliefs and attitudes of teachers will not influence the teaching of relationship and sex education.
- 5.2 All those who teach aspects of RSE within Cheslyn Hay Academy are expected to be guided by following the values framework. The teaching of RSE will encourage students to:
- Value and respect themselves
 - Value and respect others for who they are, not for what they have or what they can do
 - Value healthy sexual relationships which are based on mutual respect, care and goodwill
 - Value and respect difference in people’s religion, culture, sexual orientation, physical and mental ability and social background
 - Value and respect their own and others’ rights to make choices in sexual relationships after having accepted responsibility for considering the consequences of those choices
 - Value stable and loving relationships for the nurturing of children and as the basis of a society in which people care for one another.
- 5.3 The organisation and delivery of Personal, Social, Health, Citizenship and Economic education, (PSHCE/PSHE) including relationships and sex education is via the Aspire Personal Potential Curriculum and takes place during tutor time, coordinated sessions throughout the school year and in specific curriculum areas e.g. science and RPE and is coordinated by the Cheslyn Hay Academy and overseen by Cheslyn Hay Academy.
- 5.4 The key curriculum aspects of RSE are coordinated by the Heads of Science and Religious Education, although other moral aspects of RSE may be discussed as issues in a number of other curriculum areas.
- 5.5 The key curriculum aspects of RSE are based on the DfE RSE Statutory Guidance [.DfE Guidance](#) The Cheslyn Hay Academy long-term curriculum progression map can be seen in appendix 1.
- 5.6 Our RSE curriculum provides a strong basis for educating young people about respectful relationships and appropriate behaviour. However, there may be issues that arise that need addressing before they appear in our RSE curriculum map. Where this is the case, we will provide educational intervention with individuals, groups of cohorts sooner to ensure that issues are addressed proactively.

- 5.7 At Windsor Academy Trust schools, relationships focuses on teaching the fundamental building blocks and characteristics of positive relationships including:
- Families
 - Respectful relationships including friendships
 - Online and media
 - Being safe
 - Intimate sexual relationships, including sexual health.
- 5.8 For more information about our RSE curriculum, see Appendix 1 and 2.
- 5.9 These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).
- 5.10 Resources for all lessons, activities and events are developed and/or sourced from specialist organisations such as the PSHCE/PSHE education, Brook, Loudmouth, Home office, NSPCC and Cheslyn Hay Academy. etc. They are checked for suitability before use. All resources are evaluated after use by staff and students.
- 5.11 Specialist staff are utilised from external agencies to support the delivery of the programme alongside school staff.
- 5.12 Students are taught in appropriate groups and may be taught in mixed or single gender groups depending upon the nature and sensitivity of the topic. Support for individual students and groups, information and signposting advice can be offered by Form Tutors, Heads of House/Years, Senior Leaders, Pastoral Managers and by the school nurse.
- 5.13 Visitors to Cheslyn Hay Academy., such as health professionals and members of voluntary organisations, may be invited to contribute to RSE sessions. They will be given a copy of this policy and will be expected to work within the values framework described within. A teacher will always be present during the session. Prior to agencies attending the school, key members of staff must ensure that:
- Appropriate checks have been made
 - Their input is integrated within a planned programme
 - Appropriate planning sheets/lesson plans have been produced
 - School/Class background information has been issued
 - Resources have been checked for suitability
 - Confirmation of dates and times have been confirmed in writing
 - An evaluation process has been agreed.
- 5.14 The school will inform parents/carers when aspects of the RSE programme are taught. Parents are informed of their legal right to withdraw their child if they so wish. Students cannot be withdrawn from any part of RSE which falls within the statutory National Curriculum Science orders. Any complaints about the delivery of RSE should be addressed to the Cheslyn Hay Academy.

6. Roles and responsibilities

- 6.1 The Trust Board is responsible for approving the RSE Policy.

- 6.2 The Local Advisory Board of each Windsor Academy Trust school will be aware of the RSE policy, and hold the headteacher to account for its implementation.
- 6.4 The headteacher in each academy is responsible for ensuring that RSE is taught consistently well across the school, and for managing requests to withdraw pupils from non statutory/non-science components of sex education (see section 7).
- 6.5 The PSHCE/PSHE curriculum leader in each academy is responsible for ensuring RSE content is taught, assessed and reviewed. This may be in conjunction with the headteacher. The PSHCE/PSHE curriculum leader in each academy will report directly to the relevant Senior Leader.
- 6.6 Staff are responsible for:
- Delivering RSE in a sensitive way
 - Modelling positive attitudes to RSE
 - Monitoring progress
 - Responding to the needs of individual pupils
 - The non-statutory/non-science components of RSE.
- 6.7 Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the PSHCE/PSHE curriculum leader or their headteacher.
- 6.8 Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, respond appropriately to pupils whose parents wish them to be withdrawn. All pupils will treat others with respect and sensitivity.

7. Parents' right to withdraw

- 7.1 Parents' have the right to withdraw their children from the non-statutory/non-science components of Sex education up to and until 3 terms before their child turns 16. Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from RSE.

8. Equal Opportunities

- 8.1 All students are entitled to receive relationship and sex education regardless of ability, gender, race, religious belief or grouping. Through relationship and sex education we seek to develop a positive view of female and male sexuality.
- 8.2 We ensure RSE is inclusive and meets the needs of all our students including those with special education needs and disabilities (SEND) by providing specialist support and follow up conversation where necessary.
- 8.3 It is our intention that all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development, with differentiated provision if required.
- 8.4 Objective discussion of the diversity of personal, social and sexual preference in relationships will take place in RSE and prejudiced views will be challenged in order to encourage tolerance. Any bullying around sexual behaviour or perceived sexual orientation arising from this prejudice will be dealt with as a serious matter.

9. Safeguarding, Confidentiality and Reporting

- 9.1 Teachers need to be aware that effective relationship and sex education, which brings an understanding of what is and is not acceptable in a relationship, may lead to a disclosure of a child protection issue. If this happens staff should follow the guidance in the Cheslyn Hay Academy Safeguarding and Child Protection policy. Under the common law young people are entitled to the same duty of confidence as adults. Personal information about them should not be shared without their permission except for the purposes of child protection.
- 9.2 We will ensure that every young person is clear who they can raise concerns within school if they have witnessed or been the subject of inappropriate sexualised behaviour, (including peer on peer abuse or online abuse). As stated in our Safeguarding and Child Protection Policy, sexual harassment or violence of any kind is not acceptable and will not be tolerated. It should not be passed off as 'banter' or 'having a laugh'. These are our guiding principles when listening and responding to students' views and disclosures. Any students found to be behaving inappropriately will be sanctioned in accordance with our behaviour policy.
- 9.3 Should any parents be concerned about their child having witnessed or been the subject of inappropriate sexualised behaviour, (including peer on peer abuse or online abuse). They should report it immediately to a Senior Leader in school.
- 9.4 This policy must be read in conjunction with the academy's Safeguarding and Child Protection policy and E-safety policy, where there is a range of guidance on specific safeguarding issues.
- 9.5 The School Nurse and other health professionals follow guidelines which allow them to give advice and treatment to young people under 16 without the knowledge or consent of the parents/carers if that is in the young person's best interests. They will, however, encourage the young person to talk to their parents/carers. Only in cases where there is a serious risk of harm would the health professional follow LA child protection procedures and breach the young person's confidentiality. When the school nurse sees students on a one to one basis he/she will follow these professional guidelines. In PSHCE/PSHE lessons, however, he/she must follow the same guidelines as teachers.
- 9.6 RSE lessons will inform students of their entitlement to seek confidential help, including contraceptive and sexual health advice and treatment, and they will be taught about how they can access local services for this both inside and outside of school. Knowledge of sources of local help and support should prevent the need for students to seek help from a teacher for their personal and health needs.
- 9.7 There may be occasions when a teacher learns that a student under 16 is having or contemplating sexual intercourse. In this case the teacher should:
- Make sure the student is aware of the need to seek contraceptive and sexual health advice and knows how to get this
 - Encourage the student to talk to a parent/carer
 - Though underage sex or a suspected pregnancy are not, in themselves, child protection issues unless the student is under thirteen years of age, or there is coercion or abuse. A teacher who is concerned that there may be coercion, abuse or is unsure as to whether a safeguarding referral should be made must discuss the case anonymously with the DSL for Child Protection. If the child is under thirteen a referral must be made immediately to the DSL.

10. Training

- 10.1 Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.
- 10.2 The headteacher will 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. Monitoring arrangements

- 11.1 The delivery of RSE is monitored by the PSHCE/PSHE curriculum leader, heads of house and members of the leadership team through learning walks and consultation with staff and students.
- 11.2 Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.
- 11.3 This policy will be reviewed by key senior staff and secondary PSHCE/PSHE subject leaders of Windsor Academy Trust. At every review, the policy will be approved by the Trust Board.

Date of last review: July 2023

Appendix 1: Curriculum overview

Y7 will complete the topics below within our Aspire Personal Potential Curriculum

<p>Respectful relationships, including friendships</p> <p>The characteristics of positive and healthy friendships (in all contexts, including online) Respectful relationships, including friendships Bullying</p>	<p>Online and Social media</p> <p>Sharing and viewing indecent images How information and data is generated, collected, shared and used online.</p>	<p>Mental health</p> <p>Happiness Recognising early signs of mental health concerns Types of mental health Positive/negative effects of mental health Benefits and importance of physical exercise</p>	<p>Internet safety and harms</p> <p>Identifying and reporting harmful behaviours</p>
<p>Physical health and fitness</p> <p>Positive associations between the two Healthy lifestyle</p>	<p>Healthy eating</p> <p>Maintaining healthy eating, tooth decay and cancer.</p>	<p>Health and prevention</p> <p>Personal hygiene Dental health Importance of sleep</p>	<p>Changing adolescent bodies</p> <p>Puberty</p>

Y8 will complete the topics below within our Aspire Personal Potential Curriculum

<p>Respectful relationships, including friendships</p> <p>Bullying</p>	<p>Online and Social media</p> <p>Sharing and viewing indecent images</p>	<p>Being safe</p> <p>Honour based violence and FGM</p>	<p>Mental health</p> <p>Healthy diets Happiness Early sign of mental health concerns Common types of mental health Positive/negative effects of mental health Benefits and importance of physical exercise</p>
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Internet safety and harms Online vs Real world Identifying and reporting harmful behaviours	Physical health and fitness Positive associations between the two Healthy lifestyle	Health and prevention Basic first aid CPR Defibrillators	
	Blood, organ and stem cell donation.		

Y9 will complete the topics below within our Aspire Personal Potential Curriculum

Respectful relationships, including friendships Positive and healthy friendships and relationships Respectful relationships, including friendships Stereotyping Respect and tolerance Bullying The Equality Act	Online and Social media Sharing and viewing indecent images	Intimate and sexual relationships, including sexual health Characteristics and positive aspects of healthy one-to-one intimate relationships How health can be affected by choices they make in sex and relationships, positively or negatively Sexual pressures That they have a choice to delay sex or to enjoy intimacy without sex	Mental health 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). Positive/negative effects of mental health Benefits and importance of physical exercise
Internet safety and harms Identifying and reporting harmful behaviours	Physical health and fitness Positive associations between the two Healthy lifestyle	Healthy eating Maintaining healthy eating, tooth decay and cancer.	Drugs, alcohol and tobacco Alcohol risks Alcohol consequences Dangers of drugs

Y10 will complete the topics below within our Aspire Personal Potential Curriculum

<p>Families Types of relationships How these relationships might contribute to human happiness and their importance for bringing up children Marriage Importance of marriage</p>	<p>Respectful relationships, including friendships Bullying Violent behaviour and coercive control Sexual harassment and sexual violence</p>	<p>Online and Social media The impact of viewing harmful content Sharing and viewing indecent images</p>	<p>Being safe Forced marriage Harassment, rape, domestic abuse and how these can affect current and future relationships Grooming and Sexual Exploitation</p>
<p>Parenting Healthy and safe family relationships</p>			
<p>Intimate and sexual relationships, including sexual health STI's/STD's Pregnancy choices Risky sexual behaviours caused by alcohol</p>	<p>Mental health 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). Positive/negative effects of mental health Benefits and importance of physical exercise</p>	<p>Internet safety and harms Identifying and reporting harmful behaviours</p>	<p>Physical health and fitness Positive associations between the two Healthy lifestyle</p>
<p>Drugs, alcohol and tobacco Drugs and the law</p>			

Y11 will complete the topics below within our Aspire Personal Potential Curriculum

<p>Respectful relationships, including friendships</p> <p>Bullying</p>	<p>Online and Social media</p> <p>The impact of viewing harmful content Sharing and viewing indecent images Pornography</p>	<p>Being safe</p> <p>Consent</p>	<p>Intimate and sexual relationships, including sexual health</p> <p>Sexual pressure Contraception Pregnancy and Miscarriage STI transmission Sexual and reproductive help and advice services</p>
<p>Mental health</p> <p>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). Positive/negative effects of mental health Benefits and importance of physical exercise</p>	<p>Internet safety and harms</p> <p>Over-reliance on online relationships Online gambling and debt Harmful behaviours online</p>	<p>Physical health and fitness</p> <p>Positive associations between the two Healthy lifestyle</p>	<p>Health and prevention</p> <p>The benefits of regular self-examination and screening Immunisation and vaccination Importance of sleep</p>

Appendix 2: What children should know by the end of secondary school

Relationships and Sex Education

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

<p>Families</p>	<ul style="list-style-type: none"> ● 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 e.g. that marriage carries legal rights and protections not available to couples who are
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	<p>cohabiting or who have married, for example, in an unregistered religious ceremony.</p> <ul style="list-style-type: none"> ● 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); and, how to seek help or advice, including reporting concerns about others, if needed.
<p>Respectful relationships, including friendships</p>	<ul style="list-style-type: none"> ● the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. ● 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 (e.g. 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.
<p>Online and media</p>	<ul style="list-style-type: none"> ● 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 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 e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. ● 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. 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. 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/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.

Physical Health and Mental Wellbeing

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

Mental wellbeing	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> the similarities and differences between the online world and the

and harms	<p>physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.</p> <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 cardiovascular ill-health. • about the science relating to blood, organ and stem cell donation.
Healthy eating	<ul style="list-style-type: none"> • how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • basic treatment for common injuries. • life-saving skills, including how to administer CPR.15 • the purpose of defibrillators and when one might be needed.
Changing adolescent body	<ul style="list-style-type: none"> • 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.