

DURHAM CATHEDRAL SCHOOLS FOUNDATION

Relationships and Sex Education (RSE) Policy

Why Do We Teach Relationships and Sex Education?

Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development. Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self respect, honesty, integrity, courage, kindness, and trustworthiness. Effective teaching will support prevention of harms by helping young people understand and identify when things are not right

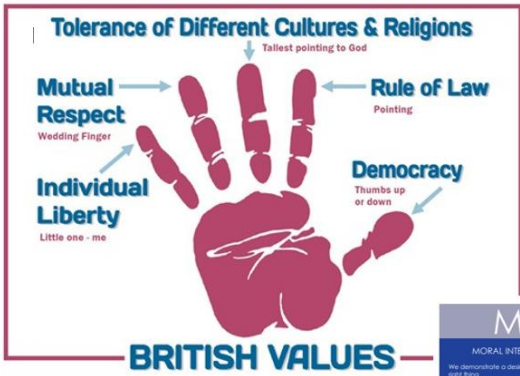
(DfE – Relationships Education, Relationships and Sex Education (RSE) and Health Education July 2025)

This Foundation policy is in line with current regulations from the Department of Education (DfE) on Relationships Education, Relationships and Sex Education (RSE) and Health Education (updated July 2025).

Relationship & Sex Education is delivered through an integrated PSHE programme of work. The subject is part of the basic school curriculum, which allows schools flexibility in developing their planned programme, integrated within a broad and balanced curriculum (DfE, 2025). At DCSF we refer to the PSHE programme as Life & Wellbeing Education (LWE). The LWE structure comprises of one timetabled taught (50 minute) lesson per week in the Junior School, and one timetabled taught (55 minute) lesson per fortnight in the Senior School. In addition to the timetabled lesson, DCSF has a complementary Form or House tutor led discussion per week.

Relationships and Sex Education make a significant contribution to the Foundation's legal duties to:


- prepare pupils for the opportunities, responsibilities and experiences of adult life; and
- promote the spiritual, moral, social, cultural, mental and physical development of pupils. We use the DCSF MARK values of Moral Integrity, Ambition, Responsibility and Kindness, and represent the British Values.



BRITISH VALUES

Values help us grow and develop as people. Values help us live with direction and purpose. Whatever is going on in our lives, our values can show us a way forward, and help us make better choices. Values are also intimately linked to our sense of self, and they are essential for our mental health. They create feelings of happiness, satisfaction and fulfillment, and help us develop healthy patterns of behaviour. They also connect us to other people – whether individuals, groups or communities – and help us develop meaningful relationships with them. Living in line with our values has a direct impact on how we feel about ourselves. When we're aligned with values, we tend to be happier, more confident and more fulfilled.





Confidence for life;
Respect for all.



**Durham
Cathedral
Schools
Foundation**

Values are often taken to mean moral ideas, attitudes to the world, or norms and behaviours that are considered 'good' in a particular group, community or organisation. It's helpful to think of values as the things that are most important to you. Values are the things that motivate us and guide our decisions.

We may have many values, and different ones in different areas of our lives – at school we use our MARK Values and the British Values to support our actions and discussions in our community.

M	A	R	K
MORAL INTEGRITY We demonstrate a desire to do the right thing. We act in private as we do in public. We have the courage to say (and do) the right thing. We stand firm for what is right. We challenge things we think wrong and are open to challenge from others. We are accountable for failure as well as success, and do not excuse blame. We can be relied upon to do what is right. We demonstrate and promote honesty.	AMBITION We challenge our goals to consistently setting higher ones. We go above and beyond the call of duty. We are the best in our field and have pride in all we do. We seek help and support before giving up and rarely resign in defeat. We encourage all to develop, support, challenge and support others to achieve. We embrace challenges, challenge others to develop, our skills and ourselves to develop. We identify opportunities for School Development.	RESPONSIBILITY We do what we say we will. We are punctual and prompt in all that we do. We use our resources responsibly, developing and caring for our environment. We act before being called and consistently follow on expectations. We prepare thoroughly for all tasks. We encourage autonomy in all work and tasks. We acknowledge and seek to resolve problems. We pioneer better ways of doing things.	KINDNESS We are open and approachable to all. We welcome and listen to the opinions of others. We look to engage and involve all in the community. We offer to help and support those needing help, and build relationships in kind. We are positive in responding to questions. We support each other and stand up for fellow colleagues and pupils. We acknowledge individual needs within the community. We speak positively of the School community.
			

Relationships and Sex Education is defined by the PSHE Association as 'learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health'. This content is delivered in an age appropriate way in our Schools with regard to the age and stage of development of pupils. DCSF holds annual membership and follows the PSHE Association programme of work.



The aim of Relationships and Sex Education in our Schools is to equip children and young people with the information, skills and values they need to have safe, fulfilling and enjoyable relationships and take responsibility for their physical, sexual and emotional health and wellbeing.

The focus in the Junior School is 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. Under the Relationships Education, Relationships and Sex Education (RSE), and Health Education (England) Regulations 2019 Relationships Education is compulsory in all primary schools. Sex education is not compulsory in primary schools.

We recognise the central importance of relationships in supporting children's and young people's mental health and wellbeing, academic achievement and future success. Our programme also aims to support pupils in their personal development with regard to attributes such as Moral Integrity, Ambition, Responsibility and Kindness.

We also incorporate the DCSF Wellbeing G.R.O.W.T.H. framework (Goals, Resilience, Others, Words, Time, Health), which expands across the Foundation and the wider network of subjects

and co-curricular activities. This ensures that pupils' personal development and wellbeing is at the heart of our school day which includes: academic challenge offering students a lifelong appetite for learning, pastoral care to provide our students with emotional, moral and spiritual strength, and a full range of additional opportunities that enrich and develop the individual, fostering leadership, collaboration and teamwork.



As a Foundation, we recognise the impact of social media, the media and the digital world on our children and young people. We aim to deliver an RSE programme that recognises and addresses this to ensure that pupils know how to keep themselves and their personal information safe.

Whilst there is no formal examined assessment for LWE, we use the PSHE Association Baseline Assessment within the classroom at both the Junior and Senior Schools, and Microsoft Teams surveys for specific RSE topics to measure quality of provision and teaching impact.

1. Policy Aims

1.1 The aims of Relationships and Sex Education (RSE) at DCSF are to:

- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health, hygiene and wellbeing.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves, their feelings and their bodies.
- Understand the importance of the LWE curriculum for personal development to support academic achievement.
- Help pupils develop personalised study-skills for success.
- Help pupils develop mindfulness practices to promote self-regulation and positive mental wellbeing.

1.2 The EYFS programme is taught once a week using the core themes of Health and Wellbeing; Relationships; and Living in the Wider World. The staff also respond to the needs of the cohort/class. Assessment is through observation, in the same way as the other six areas of learning for the EYFS. Personal Social and Emotional Development (PSED) teaching in Early Years takes place on a daily basis through other 'teachable moments'.

In each year from Year 1 to Year 11, the same three core themes are delivered (Health and Wellbeing; Relationships; and Living in the Wider World) over six half terms. The topics are arranged in a manner that allows for timely exploration at an appropriate point in the school year and pupils' experiences. As a spiral programme, topics will be revisited from previous years, providing more age appropriate topics and content to build on existing knowledge.

In Years 12 and 13, the programme shares the themes built upon in Key Stage 4, allowing pupils to learn about and address the new situations that they will come to face as young adults.

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Friendships: Making and maintaining healthy friendships; Similarities and differences	Emotional wellbeing: Expressing and managing every day feelings; Seeking support for self or others	Staying safe: Trusted people and feeling safe; Keeping secrets and when to break confidentiality; Recognising and reporting feeling unsafe	Economic wellbeing: Attitudes and ideas about spending, saving and giving money; Wants and needs; Keeping money safe	Physical health: Healthy lifestyles; Physical exercise and its impact on mental wellbeing; Balanced diets and making choices; Sun safety	Shared responsibilities: Rights and responsibilities; Why we have rules; Responsibility for the local environment; Sustainability; Safety in different environments; Safety at home;
Year 4	Friendships: Managing conflict and repairing friendships; Feeling lonely; Friendship skills, including communicating safely online; Listening and responding; Respecting self and others	Communities: What makes a community; Diversity; Freedom of expression; Online communities; Identifying and responding to prejudice	Economic wellbeing: Budgeting; Saving; Spending decisions; How managing money makes us feel; How spending choices affect others	Families: Different types of relationships; Characteristics of healthy family relationships; Feeling safe and cared for	Growing and changing: Growing up; Puberty, including periods and wet dreams; Sleep	Staying healthy: Dental health; Hygiene, germs; Basic first aid; Early signs of illness and seeking help
Year 5	Respect and bullying: Mutual respect; Sharing points of view; Stereotypes; Types of bullying and how to get help; Discrimination	Mental wellbeing: Taking care of mental health and emotional wellbeing; Managing challenges; Seeking support for themselves and others	Staying safe: Privacy and personal boundaries; Acceptable and unacceptable contact; Permission-seeking and giving; Personal safety, including FGM	Careers: Career types; challenging career stereotypes; Enterprise project – <i>CROSS-YEAR, GROUP WITH Y7</i>	Substances: Drugs common to everyday life; Risks and effects of alcohol and smoking; Rules and laws	Keeping active: Benefits of a balanced lifestyle; Balancing internet use; How physical activity affects wellbeing
Year 6	Personal Identity: What contributes to who we are; Personal strengths; Interests; Setting goals; Managing setbacks; New opportunities and responsibilities	Puberty and reproduction: Menstrual wellbeing; Managing the changes of puberty; Developing independence; How a baby is made	Health and hygiene: Making informed choices regarding a healthy lifestyle, including nutrition; Hygiene and bacteria and viruses; Allergies and getting help in an emergency; Vaccination and immunisation	Managing change: Developing friendship skills; Changing and ending friendships; Managing change, loss and bereavement; Sources of support	Media literacy: How data is shared and used online; Evaluating reliability of sources; Misinformation and targeted information; Choosing age-appropriate TV, games and online content; Influences relating to gambling	Friendships and staying safe: Opportunities to connect online; The nature of online-only friendships; Reporting harmful content and contact; Staying safe online
Year 7	Economic wellbeing: Evaluating value for money; Debt, fraud and personal values around finance; Financial exploitation	Healthy lifestyles: Physically and mentally healthy lifestyles; Healthy sleep habits; Dental health; Managing stress; Accessing health services	Substances: Facts, misconceptions and social norms regarding drugs, alcohol and tobacco; Influence and risks relating to substance use	Careers: Developing enterprise skills; The world of work and young people's employment rights; Enterprise project – <i>CROSS-YEAR, GROUP WITH Y5</i>	Relationships: Healthy and positive relationships, including intimate relationships; Expectations and stereotypes in relationships; Managing strong feelings; The concept of consent	Friendships and diversity: Respectful relationships and conflict resolution, including online; Equality, diversity and tackling prejudice; Bullying, including online
Year 8	Careers: Life and career aspirations; Personal strengths and skills for employment; Stereotypes; Routes into careers; Progression routes; Online presence	Friendships and managing influences: Managing social influence, peer pressure and peer approval; Strategies to manage pressure to conform within a group and in relation to substance use	Relationships: Stereotypes and expectations of gender roles, behaviour and intimacy; Consent in intimate situations; Introduction to contraception and sexual health.	First aid and keeping safe: First aid including CPR and defibrillator use; Personal safety including travel safety	Mental health and wellbeing: Attitudes to mental health and emotional wellbeing; Digital resilience; Body image; Healthy and unhealthy coping strategies; Seeking support for themselves and others	Moving forward: Personal strengths, celebrating successes and setting goals; Moving on to a new school; Managing change

Year 9	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid	Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	Employability skills Employability and online presence
Year 10	Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	Healthy relationships Relationships and sex expectations, pleasure and challenges, including the impact of the media and pornography	Exploring influence The influence and impact of drugs, gangs, role models and the media	Addressing extremism and radicalisation Communities, belonging and challenging extremism	Work experience Preparation for and evaluation of work experience and readiness for work
Year 11	Building for the future Self-efficacy, stress management, and future opportunities	Next steps Application processes, and skills for further education, employment and career progression	Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	Independence Responsible health choices, and safety in independent contexts	Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	
Year 12	Mental health and emotional wellbeing <ul style="list-style-type: none">Mental health and emotional wellbeingManaging stressBody imageHealthy coping strategies	Readiness for work <ul style="list-style-type: none">Career opportunitiesPreparing for the world of work	Diversity and inclusion <ul style="list-style-type: none">Living in a diverse societyChallenging prejudice and discrimination	Planning for the future <ul style="list-style-type: none">Exploring future opportunitiesPost-18 optionsThe impact of financial decisions	Respectful relationships <ul style="list-style-type: none">ConsentAssertive communicationPositive relationships and recognising abuseStrategies for managing dangerous situations or relationships	Health choices and safety <ul style="list-style-type: none">Independence and keeping safeTravelFirst aidThe impact of substance use
Year 13	Independence <ul style="list-style-type: none">Responsible health choicesManaging changeHealth and wellbeing, including sexual health, into adulthood	Next steps <ul style="list-style-type: none">Application processesFuture opportunities and career developmentMaintaining a positive professional identity	Intimate relationships <ul style="list-style-type: none">Personal values, including in relation to contraception and sexual healthFertilityPregnancy	Financial choices <ul style="list-style-type: none">Managing moneyFinancial contractsBudgetingSavingDebtInfluences on financial choices	Building and maintaining relationships <ul style="list-style-type: none">New friendships and relationships, including in the workplacePersonal safetyIntimacyConflict resolutionRelationship changes	-

1.3 This Policy adheres to the philosophy underlying the Equalities Act 2010. The Foundation commits to observing its principles and does not discriminate on any grounds.

2. Moral Framework

2.1 This is underpinned by the commitment to Equal Opportunities as expressed in the Equality, Diversity and Inclusion Policy for our school and the DCSF MARK values.

2.2 The ethos of trust, honest and mutual respect is also a central strand of all that we do. Pupils are encouraged to understand:

- The difference between right and wrong;
- Respect for others' truth and property;
- How actions can affect others;
- How to make reasoned judgements;
- The importance of moral behaviour.

- 2.3** Children should be taught RSE within a moral framework which encourages the following values:
- Self-respect;
 - Respect for others;
 - Honesty;
 - Non-exploitation in sexual relationships;
 - Commitment and trust;
 - Acknowledgement of rights, duties and responsibilities in sexual relationships.

3. Statutory Requirements

- 3.1** As an independent school we must provide RSE to all pupils as directed by the Department of Education's Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance, July 2025.

4. Definition

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

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

RSE is not about the promotion of sexual activity.

5. Curriculum

- 5.1** Our LWE taught curriculum is set out in the LWE Policy Handbook and Programme of Work. The LWE programme is reviewed yearly.
- 5.2** We are developing the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so pupils are fully informed and don't seek answers online. We actively encourage pupils to also use our Medical Centre as an additional source of support and guidance.
- 5.3** For more information about our LWE curriculum planning, see the 'Roadmap to Statutory RSE' in Appendix 1, and the content list in Appendix 2.
- 5.4** We will retain the freedom to determine an age-appropriate, developmental curriculum which meets the needs of our pupils. We will comply with the relevant provisions of the Equality Act. Where appropriate this may also require a differentiated curriculum.
- 5.5** Flexibility within the curriculum is important as it allows DCSF to respond to current global issues, local public health and community issues, to meet the needs of our community, and to adapt materials and programmes to meet the needs of pupils.

6. Delivery of RSE

- 6.1** RSE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum, known as our Life & Wellbeing Education (LWE) Curriculum. Pupils will cover RSE topics across their time at DCSF, which have been carefully mapped to be age appropriate and relevant to the social context of the time. Pupils will receive an LWE timetabled lesson. When relevant, elements of RSE may be delivered by our Medical Centre staff.
- 6.2** Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Religious Studies (RS). Aspects of relationships are also taught across the wider academic curriculum.
- 6.3** RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:
- Families;
 - Friendships;
 - Online relationships;
 - Intimate and sexual relationships, including sexual health.
- 6.4** 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).
- 6.5** Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:
- marriage, including forced marriage and civil partnerships
 - consent, including the age of consent
 - domestic abuse, stalking, rape, sexual offences, female genital mutilation (FGM), 'virginity testing' and hymenoplasty
 - sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour
 - the Online Safety Act
 - online behaviours including image and information sharing (including sexual imagery, youth-produced sexual imagery, nudes, etc, and including AI-generated sexual imagery and deepfakes). Pupils should understand the law about online sexual harassment and online sexual abuse including grooming and sextortion
 - pornography
 - abortion
 - protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation) •
 - alcohol, smoking, vaping and nicotine products and illicit drug use
 - gambling
 - carrying knives and weapons

- extremism/radicalisation
- grooming or exploiting children into criminal activity, which can include gang involvement and county lines drug running
- hate crime
- the age of criminal responsibility
- medical consent, Gillick competence and parental responsibility

7. Inclusion

- 7.1** Ethnic and Cultural Groups: We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular content in mixed groups. We will respond to parental requests and concerns.
- 7.2** Pupils with SEND and EAL: We will ensure that all young people receive RSE, and we will offer provision appropriate to the particular needs of all our pupils, taking specialist advice where necessary from the Learning Support Department, PSHE Association SEND support materials, or Deputy Head (Pastoral).
- 7.3** Gender Identity and Sexual Orientation: We aim to deal sensitively and honestly with issues of gender identity and sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing gender identity and sexuality, need to feel that RSE is relevant to them.

8. Roles and responsibilities

- 8.1** The Deputy Head (Pastoral), Deputy Head (Academic), and Director of Wellbeing at Durham School, and the Deputy Head (Pastoral) at the Chorister School are responsible for ensuring that RSE is taught consistently across the Foundation, and for managing requests to withdraw pupils from non-statutory components of RSE.

9. Staff

- 9.1** Staff are responsible for:
- Delivering RSE in a sensitive way;
 - Modelling positive attitudes to RSE;
 - Monitoring pupils' progress;
 - Responding to the needs of individual pupils;
 - Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE.
- 9.2** All LWE staff are responsible for the teaching of RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Deputy Head (Pastoral) (Chorister School) or the Director of Wellbeing (Durham School). Specific CPD will be made available for Form Tutors to support their delivery of RSE. RSE may also be taught by

relevant pastoral staff (such as the School Nurses, Deputy Head (Pastoral)). On occasion, external specialist speakers and professionals will deliver sessions.

10. Pupils

- 10.1** Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, to treat others with respect and sensitivity as outlined in our MARK values and the British Values.

11. Confidentiality

- 11.1** In line with our Safeguarding Policy and Keeping Children Safe in Education, the following applies:

- A member of staff should never promise a pupil unconditional confidentiality.
- In the event of a disclosure being made by a pupil to a member of staff, safeguarding procedures should be followed.
- In a case where a teacher learns from a pupil aged under 16 years old that they are having or contemplating sexual intercourse, Child Protection issues will always be considered, and the Foundation's safeguarding procedures followed.
- Depending on the situation (including the age and development level of the pupil and her/his partner, the nature of the relationship, and the pupil's personal circumstances), the pupil may be referred to the Foundation's Medical Centre where specialist staff can:
 - advise the pupil, wherever possible, to talk to their parent(s)/carer(s) and if necessary to seek medical advice.
 - properly counsel the pupil about contraception, including providing precise information about where young people can access contraception and advice services.

- 11.2** Health professionals working in DCSF but not employed by DCSF are bound by their professional codes of conduct when in a one-to-one situation with an individual pupil, but in a classroom situation they must follow the Foundation's Safeguarding Policy.

12. Parents' rights

- 12.1** Parents have the right to withdraw their child(ren) from the non-science components of sex education within RSE up to and until three terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, Durham School will arrange this.

- 12.2** Parents do not have the right to withdraw their child(ren) from relationships and health education.

- 12.3** Requests for withdrawal should be put in writing and addressed to the Deputy Head (Pastoral). A copy of the withdrawal request will be placed in the pupil's educational record. The Deputy Head (Pastoral) and Director of Wellbeing will discuss the request

with parents in a formal meeting and take appropriate action. This will be in line with the statutory framework for RSE, July 2025.

12.4 Alternative work will be given to pupils who are withdrawn from the non-science components of sex education.

12.5 Parents are not able to veto LWE curriculum content, but it is reasonable for them to ask to see material if it has not already been shared, especially in relation to sensitive topics. Any parent who wishes to see LWE resources used should contact the Deputy Head (Pastoral) at the Chorister School or the Director of Wellbeing at Durham School. As a Foundation, we commit to avoiding working with organisations that do not allow us to share their resources with parents.

13. Monitoring arrangements

13.1 The delivery of RSE is monitored by the Deputy Head (Pastoral) and the Director of Wellbeing at Durham School, and the Deputy Head (Pastoral) at the Chorister School. This will include:

- A quality assurance schedule for the review of lesson resources within the LWE curriculum.
- Book scrutiny and lesson observation as part of the wider Teaching & Learning policy.
- Internal and external CPD opportunities around the delivery and teaching of RSE will be offered to staff.

13.2 Pupils' development in RSE is monitored by class teachers as part of our internal baseline assessment systems. For the wider monitoring and understanding of the impact of the RSE teaching, a survey is produced for RSE topics by the Deputy Head (Pastoral) at the Chorister School and the Director of Wellbeing at Durham School.

13.3 This Policy will be reviewed by the Director of Wellbeing and the Deputy Head (Pastoral) on an annual basis.

14. Cross reference to other policies and documents

This Policy is linked to the following policies and documents:

- Safeguarding Policy
- Curriculum Policy
- Careers Policy [Durham School]
- Special Educational Needs and Disability Policy
- Behaviour Policy
- Equality, Diversity and Inclusion Policy
- Social, Emotional and Mental Health Policy
- Online Safety Policy
- Anti-Bullying Policy
- Gender Identity Policy

15. Oversight

Oversight of this Policy is undertaken by the Education Committee of the Governing Body, and the policy will be reviewed annually.

**Policy written and reviewed by Nicola J Thompson [Director of Wellbeing]
January 2026**

Appendix 1 – Roadmap to Statutory RSE

Roadmap to statutory RSE

These 10 steps provide a guide to support school leaders in preparing to provide high quality RSE as an identifiable part of PSHE education. These steps are based on established good practice and evidence. The law requires that Relationships and Sex Education (RSE) is to be taught in all secondary schools in England, and that Relationships Education is to be taught in all primary schools in England. Health Education will also be mandatory in all Government funded schools, which includes content on puberty. Government Relationships Education, RSE and Health Education guidance and regulations give further detail about the requirements. Schools that are ready to implement the updated guidance from September 2019 are encouraged to do so – September 2020 is proposed as the start date for mandatory provision.



Appendix 2

LWE uses a spiral curriculum whereby topics are built upon in following years to ensure that each step is age appropriate and reinforces the learning from previous years.

Pupils should know the following at the end of the LWE curriculum by Year 6:

Families and people who care for me

Curriculum content:

1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. The characteristics of safe and happy family life, such as 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.
3. That the families of other children, 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.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. 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

Curriculum content:

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships

Curriculum content:

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online safety and awareness

Curriculum content:

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being Safe

Curriculum content:

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

General wellbeing

Curriculum content:

1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
2. The importance of promoting general wellbeing and physical health.
3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
6. That isolation and loneliness can affect children, and the benefits of seeking support.
7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.
9. Where and how to seek support (including recognising the triggers for seeking support), including who 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).
10. That it is common to experience mental health problems, and early support can help.

Wellbeing online

Curriculum content:

1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.
2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.
3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.
8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.
10. That they have rights in relation to sharing personal data, privacy and consent.
11. Where and how to report concerns and get support with issues online.

Physical health and fitness

Curriculum content:

1. The characteristics and mental and physical benefits of an active lifestyle.
2. The importance of building regular physical activity 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, moderate and/or vigorous physical activity.
3. The risks associated with an inactive lifestyle, including obesity.
4. How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

Curriculum content:

1. What constitutes a healthy diet (including understanding calories and other nutritional content).
2. Understanding the importance of a healthy relationship with food.
3. The principles of planning and preparing a range of healthy meals.
4. 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, tobacco and vaping

Curriculum content:

1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

Health protection and prevention

Curriculum content:

1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.
4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist.
5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.

Personal safety

Curriculum content:

1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.
2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

Basic first aid

Curriculum content:

1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.
2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

Developing bodies

Curriculum content:

1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.
2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

In addition to the above, pupils should know the following at the end of the LWE curriculum by Year 11:

Families

Curriculum content:

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

Respectful relationships

Curriculum content:

1. The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships.
2. How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal.
3. The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others.
4. What tolerance requires, including the importance of tolerance of other people's beliefs.
5. The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict.
6. The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help.
7. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.
8. The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok.
9. How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice.
10. How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others.
11. How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others.
12. Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called "involuntary celibates" (incels) or online influencers.

Online safety and awareness

Curriculum content:

1. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
2. Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues.
3. The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online.
4. Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images.
5. That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime.
6. What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online.⁹
7. About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them.
8. That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong.
9. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.
10. How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns.

11. That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it.
12. How information and data is generated, collected, shared and used online.
13. That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising).
14. That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion.
15. That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk.

Being Safe

Curriculum content:

1. How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent.
2. That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others.
3. How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed.
4. How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions.
5. What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it.
6. That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting.
7. The concepts and laws relating to sexual violence, including rape and sexual assault.
8. The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language.
9. The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.¹⁰
10. That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.
11. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.
12. The concepts and laws relating to forced marriage.
13. The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or

assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible.

14. That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death.
15. That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful.
16. How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault.

Intimate and sexual relationships, including sexual health

Curriculum content:

1. That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.
2. The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex.
3. Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent.
4. That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.
5. That some sexual behaviours can be harmful.
6. The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision-making.
7. That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help.
8. How the different sexually transmitted infections (STIs), including HIV, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma
9. The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment.
10. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.
11. How and where to seek support for concerns around sexual relationships including sexual violence or harms.
12. How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment.

Mental wellbeing

Curriculum content:

1. How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
2. The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness.
3. That happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed.
4. That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal.
5. Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully-presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions.
6. How to critically evaluate which activities will contribute to their overall wellbeing.
7. Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it's possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it.
8. That gambling can lead to serious mental health harms, including anxiety, depression, and suicide, and that some gambling products are more likely to cause these harms than others.
9. That the co-occurrence of alcohol/drug use and poor mental health is common and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug use can trigger mental health problems or exacerbate existing ones. That stopping smoking can improve people's mental health and decrease anxiety.

Wellbeing online

Curriculum content:

1. About the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
2. The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image); how people may curate a specific image of their life online; the impact that an over-reliance on online relationships, including relationships formed through social media, can have.
3. How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.
4. The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt.
5. How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories.
6. The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online.
7. The serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it.

Physical health and fitness

Curriculum content:

1. The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health.
2. Factual information about the prevalence and characteristics of more serious health conditions.
3. That physical activity can promote wellbeing and combat stress.
4. The science relating to blood, organ and stem cell donation.

Healthy eating

Curriculum content:

1. How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease.
2. The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease.
3. The impacts of alcohol on diet and unhealthy weight gain.

Drugs, alcohol, tobacco and vaping

Curriculum content:

1. The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health.
2. The law relating to the supply and possession of illegal substances.
3. The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol.
4. The physical and psychological consequences of problem-use of alcohol, including alcohol dependency.
5. The dangers of the misuse of prescribed and over-the-counter medicines.
6. The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so.
7. The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.

Health protection and prevention, and understanding the healthcare system

Curriculum content:

1. Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics.
2. Dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing consumption of sugar-containing food and drinks, and regular check-ups at the dentist.
3. How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals.
4. The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening.
5. The facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.
6. The importance of sufficient good-quality sleep for good health, the importance of screen-free time before bed and removing phones from the bedroom, and how a lack of sleep can affect weight, mood and ability to learn.
7. The importance of healthy behaviours before and during pregnancy, including the importance of pre-conception health, including taking folic acid. The importance of pelvic floor health. Information on miscarriage and pregnancy loss, and how to access care and support.
8. How to navigate their local healthcare system: what a GP is; when to use A&E / minor injuries; accessing sexual health and family planning clinics; the role of local pharmacies; and how to seek help via local third sector partners which may have specialist services.
9. The concept of Gillick competence. That the legal age of medical consent is 16. That before this, a child's parents will have responsibility for consenting to medical treatment on their behalf unless they are Gillick competent to take this decision for themselves. Pupils should understand the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment.

Personal safety

Curriculum content:

1. How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways – including level crossings - and water (including the water safety code), and in unfamiliar social or work settings (for example the first time a young person goes on holiday without their parents).
2. How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media.
3. How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure.
4. Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime.
5. The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an educational tool. Children should be taught that carrying weapons is uncommon, and should not be scared into the perception that many young people are carrying knives (which can lead to the misconception that they need to carry a knife too).
6. The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern.

Basic first aid

Curriculum content:

1. Basic treatment for common injuries and ailments.
2. Life-saving skills, including how to administer CPR.¹¹
3. The purpose of defibrillators, when one might be needed and who can use them.

Developing bodies

Curriculum content:

1. The main changes which take place in males and females, and the implications for emotional and physical health.
2. The facts about puberty, the changing adolescent body, including brain development.
3. About menstrual and gynaecological health, including: what is an average period; period problems such as premenstrual syndrome; heavy menstrual bleeding; endometriosis; and polycystic ovary syndrome (PCOS). When to seek help from healthcare professionals.
4. The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.