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Department
for Education

Guidance

Personal, social, health and economic (PSHE) education

Updated 13 September 2021

Applies to England

Contents

Personal, social, health and economic education

Updated statutory guidance will come into effect from September 2020.

The revised curriculum subjects will be:

- relationships education (primary)

- relationships and sex education (RSE) (secondary)

- health education (state-funded primary and secondary)

Read more about the consultation
(https://www.gov.uk/government/consultations/relationships-and-sex-education-and-health-education) and new statutory guidance
(https://www.gov.uk/government/publications/changes-to-personal-social-health-and-economic-pshe-and-relationships-and-sex-education-rse).

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.

PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.

However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

Relationships and sex education

Relationships and sex education (RSE) is an important part of PSHE education. Relationships education is compulsory for all primary school pupils, and relationships and sex education (RSE) is compulsory for all secondary school pupils.

When any school provides RSE they must have regard to the Secretary of State's guidance (https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education), this is a statutory duty.

Advice for schools

We provided grant funding to the PSHE Association (http://www.pshe-association.org.uk/) to advise schools in developing their own PSHE curriculums and improve the quality of teaching. The association focuses on signposting schools to resources and in expanding their Chartered Teacher of PSHE programme. We also asked the Association to promote the teaching of consent as part of SRE, in line with the 2000 statutory guidance.

Additional support

We want teachers to be free to address the topics most relevant for their pupils, drawing on good practice and advice from professional organisations. Schools are free to use the organisations and resources they choose and we encourage organisations to develop guidance for schools in the areas of their expertise.

Relationships Education, Relationships and Sex Education (RSE) and Health Education

Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers

July 2025

Contents

Introduction

1.   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.

2.   The duties on schools in this area are set out in legislation.[1] The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make relationships education compulsory for all pupils receiving primary education and relationships and sex education (RSE) compulsory for all pupils receiving secondary education.[2] They also make health education compulsory in all schools except independent schools. Personal, social, health and economic education (PSHE) continues to be compulsory in independent schools. Parents[3] have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

3.   The subjects are part of the basic school curriculum, which allows schools flexibility in developing their planned programme, integrated within a broad and balanced curriculum. Key aspects of RSHE are in scope for Ofsted inspection, for example, through inspectors' consideration of pupils' personal development, behaviour and welfare, and spiritual, moral, social and cultural development.

What is the status of this guidance?

4.   This is statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996 – further details are in Annex A.

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[1] Maintained schools and academies are required to provide a curriculum which is broad and balanced in accordance with Section 78 of the Education Act 2002. Part I of the Schedule to the Education (Independent School Standards) Regulations 2014 requires independent schools other than academies to make provision for PSHE (paragraph 2(2)(d)), and to prepare pupils for the opportunities, responsibilities and experiences of life in British society (paragraph 2(2)(i). Part 2 of the Schedule requires independent schools (including academies) to meet the standard relating to the Spiritual, Moral, Social and Cultural development of pupils.

[2] For ease of reference, this guidance refers to primary schools and secondary schools, but the statutory requirements refer to pupils receiving primary/secondary education.

[3] The word "parents" is used henceforth to mean both parents and carers.

5. Schools[4] must have regard to the guidance, and where they depart from those parts of the guidance which state that they should (or should not) do something they will need to have good reasons for doing so.

About this guidance

6. This document contains information on what schools **should** do and sets out the legal duties with which schools **must** comply when teaching relationships education, relationships and sex education (RSE) and health education.

7. Unless otherwise specified, 'school' means all schools, whether maintained, non-maintained or independent schools, including academies and free schools, non-maintained special schools, maintained special schools and alternative provision, including pupil referral units.

8. This guidance updates the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance 2019. This guidance will be kept under review.

Who this guidance is for

9. This statutory guidance applies to all schools, and is therefore aimed at:

- governing bodies of maintained schools (including schools with a sixth form) and non-maintained special schools (including residential special schools)
- trustees of academies and free schools
- Multi Academy Trust central staff team
- proprietors of independent schools (including academies and free schools)
- providers of alternative provision, including AP Academies and AP Free Schools
- management committees of pupil referral units (PRUs)
- teachers, other school staff and school nurses
- head teachers, principals and senior leadership teams
- dioceses and other religious bodies, and
- for reference, relevant local authority staff.

10. Pupil referral units (PRUs), alternative provision (AP) academies and free schools, and independent schools that provide AP, are required to make provision for relationships education, RSE and health education in the same way as mainstream schools; and they must have regard to this guidance in delivering their programme. In teaching these subjects in PRUs, AP academies and free schools, and independent[5] AP schools, specific

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[4] Guidance on health education does not apply to independent schools, which must meet the Independent School Standards as set out in the Education (Independent School Standards) Regulations 2014. However, they may find the sections on health education helpful. It does, however, apply to academies and free schools.

[5] Independent schools do not have to have regard to the guidance on health education, although they may find it helpful in planning.

thought should be given to the particular needs and vulnerabilities of the pupils and what adjustments might be needed.

11.   The statutory requirements do not apply to sixth form colleges, 16-19 academies or Further Education (FE) colleges,[6] although we would encourage them to support students by offering these subjects. These settings may find the principles helpful, especially in supporting pupils in the transition to FE.

Developing a policy

12.   All schools must have an up-to-date written policy for relationships education or, where they teach sex education, for RSE. Schools must proactively engage and consult parents when they develop and review their policy, ensuring parents understand that effective RSHE is important for promoting and protecting the wellbeing of all children (see the section on openness with parents on page 33). Listening and responding to the views of pupils and parents helps to ensure that RSHE meets pupils' needs and that topics are taught at the right time to support children to build positive relationships and avoid harms before they occur. Schools must provide a copy of their policy free of charge to anyone who asks for one and publish the policy on the school website.[7] Schools may need to include new content in RSHE to respond to emerging needs or issues in the school but should be careful to inform parents of any shifts away from the policy and continue to share relevant materials on request.

13.   While schools are not required to publish a policy for health education, it would be good practice for schools to set out some of the details about how health education will be taught.

14.   The RSE policy should:

- Set out the subject content, how and when it will be taught, and who is responsible for teaching it, including any external providers the school will use.
- Differentiate between relationships and sex education (where sex education is taught), so that parents have clear information. Relationships education doesn't involve explaining the detail of different forms of sexual activity, but can cover sensitive topics such as sexual violence in order to keep children safe.
- Include information about a parent's right to request that their child is withdrawn from sex education.
- Explain how content will be made accessible to all pupils, including those with special educational needs or disabilities (SEND).

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[6] Further education and sixth form colleges that provide full time education for 14-16-year olds are required to follow Department for Education guidance which covers a number of areas including the curriculum. From September 2020, these included the subjects of relationships and sex education and health education, and such providers need to follow this guidance.

[7] If a school does not have a website, they should ensure that the policy is available by other means.

- Describe how the subject is monitored and evaluated.
- Set out how parents can view curriculum materials.
- Explain how teachers will answer questions about topics in sex education that the school does not cover (in primary) or that relates to sex education from which the child has been withdrawn.
- Explain how the policy has been produced, who approves the policy, and how and when it will be reviewed.

Guiding principles for relationships, sex and health education

15.   Schools should develop a curriculum with the following key principles in mind:

   a. **Engagement with pupils.** An inclusive and well-sequenced RSHE curriculum should be informed by meaningful engagement with pupils to ensure that the curriculum is relevant and engaging.
   b. **Engagement and transparency with parents.** Schools should engage with parents on the content of RSHE and be transparent with parents about all materials used in RSHE. All materials should be available to parents, as described in the section on openness with parents on page 33. Parents have a right to request that their children are withdrawn from sex education (pupils can opt back in from three terms before they turn 16) and schools should ensure parents are aware of sex education content within lessons in advance.
   c. **Positivity.** Schools should focus on building positive attitudes and skills, promoting healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health. Schools should avoid language which might normalise harmful behaviour among young people – for example gendered language which might normalise male violence or stigmatise boys.
   d. **Careful sequencing.** Schools should cover all statutory topics, recognising that young people can start developing healthy behaviour and relationship skills as soon as they start school. Schools should sequence teaching so that pupils are supported and equipped with the knowledge to navigate different experiences in a positive way before they occur, and to prevent harms.
   e. **Relevant and responsive.** Schools should develop the curriculum to be relevant, age and stage appropriate and accessible to pupils in their area, where appropriate working with local partners and other bodies to understand specific local issues and ensure needs are met.
   f. **Skilled delivery of participative education.** The curriculum should be delivered by school staff or, where schools choose to use them, external providers who have the knowledge, skills and confidence to create a safe and supportive environment and to facilitate participative and interactive education which aims to support and not to alarm pupils. Staff should be trained in safeguarding and offering support, recognising the increased possibility of disclosures.
   g. **Whole school approach.** The curriculum is best delivered as part of a whole school approach to wellbeing and positive relationships, supported by other school policies, including behaviour and safeguarding policies.

Parents' right to request withdrawal from sex education

16.   Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

17.   Before granting any request for withdrawal of a child from sex education, it is good practice for the head teacher to discuss the request with parents, and the child if appropriate, to understand the request and to clarify the nature and purpose of the curriculum. This is likely to include discussing the benefits of sex education, and any detrimental effects of withdrawal, including social and emotional impacts on the child, and the likelihood that the child will hear their peers' version of what was said in class, which may not be accurate. Schools will want to document this process to ensure a record is kept.

18.   Where primary schools provide sex education, head teachers must automatically grant a request to withdraw a pupil from it, other than content that is taught as part of the science curriculum. In secondary, head teachers can refuse a request in exceptional circumstances, for example because of safeguarding concerns or a pupil's specific vulnerability.

19.   From three terms before the pupil turns 16, a pupil can choose to opt back into sex education even if their parent has requested withdrawal. For example, if a pupil turns 16 during the autumn term, the pupil can opt back into sex education at any time after the start of the previous autumn term. Schools should ensure that pupils know they have this option.

20.   If a pupil is withdrawn from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

21.   Parents do not have the right to withdraw their pupils from relationships and health education, nor can they be withdrawn from topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction.

22.   Everyone has relationships with others, and most pupils will develop sexual relationships at some point in their lives. Relationships education should equip pupils with the knowledge and skills they need to act with kindness and respect in all their relationships as they grow into adulthood, to enjoy their relationships, and to keep themselves and others safe.

23.   Relationships education will focus on how to form and sustain positive relationships but will also help children identify risks and harms. Relationships education may therefore include topics related to preventing sexual abuse, for example, or avoiding sharing inappropriate material online. This can be done without describing the detail of any sexual

activity involved. Similarly, good safeguarding practice requires young people to understand the correct terms for different parts of the body and to be able to confidently use these terms. This can be provided as part of health education in primary, without describing any detail of sexual activity.

Curriculum Content

Relationships education (Primary)

24.	The focus for primary relationships education should be on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe.

25.	Building children's understanding and skills at primary is essential for preparing them for more complex content at secondary. For example, in primary, children will learn skills for managing difficult feelings in their friendships, like disappointment or anger. This prepares them to reflect on how to behave with kindness in more complex or challenging relationships at secondary.

26.	Schools should be sensitive to pupils' circumstances, recognising that families of many forms provide a nurturing environment for children, and can include single parent families, same-sex parents, families headed by grandparents, young carers, kinship carers, adoptive parents and foster parents/carers. Teaching should illustrate a wide range of family structures in a positive way, and care should be taken to ensure that children are not stigmatised based on their home circumstances.

27.	Primary relationships education should be anchored in an understanding of positive relationships, but should also equip children to keep themselves and others safe, and to recognise and report risks and abuse, including online. This can be delivered by focusing on boundaries, privacy, and children's rights over their own bodies and personal information. Pupils should be able to recognise emotional, physical and sexual abuse. Even very young children can be equipped to understand what counts as abusive behaviour and to trust their instincts about behaviour that doesn't feel right. In addition, pupils should understand about bullying, and that this can include the use of derogatory terms relating to sex, race, disability or sexual orientation.

28.	Pupils should know how to report concerns and seek advice. While teaching children how to stay safe, including online, teachers should be clear that being a victim of abuse is never the fault of the child.

29.	Primary children should be introduced to protective and preventative content in a way that does not cause unreasonable alarm and does not appear to normalise risky behaviours or activities. For example, in late primary, schools may decide to discuss the

pressure to share naked images if this is affecting pupils in the school. There may also be cases, such as when they know that pupils have seen pornography, in which schools may feel the need to discuss online sexual content. Teaching should be age appropriate and respectful of all children, including those who may have no familiarity with the topics under discussion. Schools should also inform parents of any deviation from their published RSE policy in advance and share any relevant materials with them on request.

Relationships education: content to be covered by the end of primary

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.

Sex Education (Primary)

30.   Sex education is not compulsory in primary schools, but we recommend that primaries teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Schools may also cover human reproduction in the science curriculum, but where they do so, this should be in line with the factual description of conception in the science curriculum.

31.   Primary schools should consult parents about the content of anything that will be taught within sex education. This process should include offering parents support in talking to their children about sex education and how to link this with what is being taught in school as well as advice about parents' right to request withdrawal from sex education.

Relationships and Sex Education (RSE): Secondary

32.   RSE in secondary should provide a clear progression from primary relationships education. RSE should provide young people with the information they need to develop healthy, safe and nurturing relationships of all kinds. This should include the knowledge they need in later life to keep themselves and others safe, and how to avoid sexually transmitted infections and unplanned pregnancies.

33.   Effective RSE focuses on respect for oneself and others and does not encourage or normalise early sexual experimentation. By supporting confidence and self-esteem, RSE will enable young people to make their own choices about whether or when to develop safe, fulfilling and healthy sexual relationships, once they reach the age of consent, and to resist pressure to have sex.

34.   Effective teaching will be participative and interactive and will give pupils opportunities to develop skills and to discuss and critically evaluate complex relationship scenarios.

35.   RSE in secondary will cover a range of topics, including topics related to abusive behaviour. While teaching children how to stay safe, including online, teachers should be clear that being a victim of abuse is never the fault of the child or young person. Different forms of abuse should be addressed sensitively and clearly at appropriate ages. For pupils who are experiencing or have experienced unhealthy or unsafe relationships, including at home, schools have an important role as a place of consistency and safety where pupils can find support.

36.   When teaching sensitive topics, teachers can use approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion, and using question boxes to allow pupils to raise issues anonymously.

Secondary relationships and sex education curriculum content

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

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.

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[8] Age of Marriage Act 2023

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.

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[9] For example, see Report Remove

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

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[10] The Domestic Abuse Act 2021 recognised children who see, hear, or experience the effects of abuse, and are related to either the victim of the abusive behaviour, or the perpetrator, as victims of domestic abuse in their own right (part 1 section 3). The Domestic Abuse Act 2021 statutory guidance is designed to support statutory and non-statutory bodies working with victims of domestic abuse, including children.

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.

Health and wellbeing

37. The aim of teaching about health and wellbeing is to enable pupils to make good decisions about their own health and wellbeing, to understand the links between physical and mental health, to recognise when things are not right in their own health or the health of others and to seek support when needed. Schools should support pupils to develop strategies for self-regulation, perseverance and determination, even in the face of setbacks.

38. Effective teaching should aim to reduce stigma attached to health issues, in particular relating to mental health, and discourage the pejorative use of language related to ill health. Schools should promote openness, so that pupils can check their understanding and seek any necessary help and advice.

39. Curriculum content related to puberty and menstruation should be complemented by sensitive arrangements to help girls prepare for and manage menstruation, including with requests for period products. Schools should use appropriate language such as period pads and menstrual products instead of sanitary items or feminine hygiene products. The Department for Education's Period Products Scheme is available for state-funded primary schools, secondary schools, and colleges in England.

Health and wellbeing: Primary

40. Health education in primary starts with the benefits and importance of physical activity, good nutrition and sufficient sleep, and supports pupils to develop emotional awareness. Schools should emphasise the relationships between physical health and mental wellbeing, and the benefits of physical activity and time spent outdoors. As in all of RSHE, care should be taken to avoid exposing pupils to concepts which are not appropriate for them. Schools should continue to build on the primary health and wellbeing curriculum content in secondary.

Primary health and wellbeing: content to be covered by the end of primary

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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.

Health and wellbeing: Secondary

41.   Teaching in secondary should build on primary content, supporting pupils to understand their changing bodies and their feelings, how to protect their own health and wellbeing, and when a physical or mental health issue requires attention.

42.   Secondary schools may also choose to teach about issues which are not listed in the secondary curriculum content. This includes topics such as eating disorders and self-harm. These topics can be taught about in secondary schools in a safe and sensitive way but are specialised areas and schools should use qualified support or advice, ensure that they are using reliable high-quality teaching material, and signpost to external support as needed. Schools may consider accessing support from the NHS or local specialist services who may be able to provide advice and CPD for teachers. It is important that schools ensure that teachers are properly equipped to lead discussions about these topics, including what to do if a pupil makes a disclosure.

43.   Secondary schools should also consider how to safely address suicide prevention. Many aspects of suicide prevention are addressed through the mental wellbeing curriculum. Starting in primary school, the curriculum includes recognising and talking about emotions, looking after one's own and others' wellbeing, being worried about friendships, other relationships, and judging whether feelings or behaviour require support. Teachers should discuss isolation, loneliness and bullying, and how to cope when things go wrong in life. It is also important to ensure pupils understand how to seek help from a trusted adult, including when they are concerned about another person.

44.   Schools should consult mental health professionals and put in place high quality, evidence-based staff training before addressing suicide directly with secondary aged pupils, to ensure that staff have the knowledge and skills to do this safely. It is important that teachers use language and content that is accurate, straightforward and appropriate

to the level of understanding of the class. They should take particular care not to discuss instructions or methods of self-harm or suicide and avoid using emotive language, videos or images as there is a risk this could signpost pupils towards dangerous ideas and online content of which they may not previously have been aware.

45.   Secondary schools should consider carefully when it is suitable to deliver suicide prevention content, taking into account the age, maturity, and personal experiences of pupils as well as the views of parents and the confidence and skills of teachers, recognising that pupils' emotional and cognitive maturity to understand this material increases across the early secondary years.

46.   It is also important that schools take a similar approach to addressing eating disorders, ensuring that staff have the knowledge and skills to do this safely. Teachers should take care to avoid language with romanticises eating disorders and avoid discussing instructions, methods or ideas of restriction, bingeing or purging.

47.   If teachers have concerns about a specific pupil in relation to eating disorders, self-harm or suicidal ideation or attempts, or a pupil discloses information, they must follow safeguarding procedures.

Secondary health and wellbeing curriculum content

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

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.

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[11] Cardiopulmonary Resuscitation is usually best taught after 12 years old.

Related guidance

48. The guidance should be read in conjunction with:
- National curriculum in England: citizenship, religious education, computing, science and physical education programmes of study
- Keeping children safe in education (statutory guidance)
- Early years foundation stage (EYFS) statutory framework - GOV.UK The safeguarding and welfare requirements in section 3 cover children from 0-5 and therefore schools must follow this for children in reception year
- Working Together to Safeguard Children (statutory guidance on multi-agency working to help, protect and promote the welfare of children)
- Behaviour in schools (advice for schools, including advice for appropriate behaviour between pupils)
- Technical guidance for schools in England | EHRC
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Promoting Children and Young People's Emotional Health and Wellbeing (guidance for schools and colleges)
- Domestic Abuse Statutory Guidance
- Preventing and Tackling Bullying
- Teaching Online Safety in Schools
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development)
- Guidance for schools on colleges on gender questioning children (currently in draft, to be finalised after consultation)

Developing a curriculum, choosing resources and working with external agencies

49. Schools have significant freedom to implement this guidance in the context of a broad and balanced curriculum.

50. A school's curriculum should be in line with the needs of pupils. Effective, high-quality teaching will break down core knowledge and skills into manageable and well-sequenced units, including opportunities for pupils to practise skills so that they will be confident to use them in real-life situations. The curriculum should build knowledge and skills sequentially, with regular feedback provided on pupil progress. Lessons should

ensure that all pupils are challenged, and assessments should identify where pupils need extra support or intervention.

51.   The lead teacher will need to work closely with colleagues in related curriculum areas to ensure the subjects complement and do not duplicate content covered in national curriculum[12] subjects such as citizenship, science, computing and PE. The lead teacher will want to look for opportunities across other curriculum subjects to reinforce concepts introduced in RSHE, for example discussing misogyny in the context of history or using examples in literature to discuss positive and less positive examples of relationships.

52.   Working with external organisations can enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with young people, but schools always remain responsible for the content and the way in which children are taught. Schools should check that external resources are accurate, age and stage appropriate and unbiased. Schools should be particularly cautious about using resources from organisations that have a broader interest in promoting harmful products (e.g. cigarettes and alcohol) or that have a strong partisan view on a contested topic. Schools are responsible for checking the credentials of any visitor or visiting organisation. Schools should ask to see materials and a lesson plan in advance, and should seek the views of parents, making sure that all materials can be viewed by parents (see the section on openness with parents below).

53.   Examples of resources funded by the Government to complement classroom teaching are listed in Annex B. It is ultimately the school's responsibility to ensure resources and teaching materials are appropriate for the age and maturity of pupils, are accessible for all pupils, including those with SEND, fit with their planned programme and policy, and are sensitive to pupils' needs.

54.   It is important to agree how confidentiality will work in any lesson, and that any visitor understands how safeguarding reports should be dealt with in line with school policy. Further information for teachers in handling potential safeguarding or child protection reports is on page 34.

Openness with parents about RSHE materials

55.   Schools should take steps to pro-actively engage parents and make sure they are aware of what is being taught in RSHE. These steps might include inviting parents into school to discuss the curriculum content and the importance of RSHE for wellbeing and safety, inviting them to discuss any concerns, and supporting parents in managing conversations with their children about RSHE topics. Schools must consult parents when developing and reviewing their RSE policies, in accordance with the section on developing a policy, above.

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[12] The national curriculum does not apply to academies or independent schools.

56.	Schools should show parents a representative sample of the resources that they plan to use, enabling parents to continue conversations started in class, and should ensure that parents are able to view all curriculum materials used to teach RSHE on request. Parents are not able to veto curriculum content, but schools must consult with parents when developing their RSHE policy and it is right that they are able to see what their children are being taught, especially in relation to sensitive topics, and schools should respond positively to requests from parents to see material.

57.	There is a public interest in parents being given the opportunity to see materials used in RSHE teaching if they would like to. When contracting with external providers, schools should not agree to any contractual restrictions on showing parents any content that the school will use. Schools should communicate to providers that they are legally obliged to have regard to this statutory guidance, including the expectation that all content can be shared with parents.

58.	Where contractual clauses exist that seek to prevent schools sharing any material at all with parents, they are void and unenforceable. This is because they contradict the clear public policy interest of ensuring that parents are aware of what their children are being taught in sex and relationships education.

59.	Where copyright law applies, schools must comply with it when sharing resources with parents. It is best practice to share materials via a "parent portal" or, if this is not possible, through a presentation. When schools make documents available to parents, they should acknowledge the provider's authorship. They should include a statement, that parents agree to as a condition of access, that the content should not be copied or shared further except as authorised under copyright law. Where relevant and possible, IT systems should also be in place to prevent downloading.

60.	Where parents are unable to view materials via a "parent portal", or cannot attend a presentation, schools can provide copies of materials to parents to take home, providing parents agree to a similar statement that they will not copy the content or share it further except as authorised under copyright law. For the avoidance of doubt – copyright law affects the way in which materials are shared, but should never be used as a reason to refuse to share them.

Governors and Trustees

61.	As well as fulfilling their legal obligations, governing boards and proprietors of academy trusts should also make sure that:
- all pupils make progress in achieving the expected educational outcomes
- teaching is accessible to all pupils with SEND
- curriculum content and teaching materials are aligned with this statutory guidance

- clear information is provided for parents on the subject content, teaching materials and external providers, and on the right to request that their child is withdrawn from sex education

Foundation governors of maintained schools and trustees of academy trusts that include schools with a designated religious character will also have wider responsibilities in relation to maintaining and developing the religious ethos of their faith schools

Teaching about the law

62.   There will be a range of opinions regarding some topics within RSE. The starting principle should be that applicable law should be taught in a factual way so that pupils are clear about their rights and responsibilities as citizens.

63.   Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example those relating to:

- 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

Equality

64.   Schools are required to comply with relevant requirements of the Equality Act 2010, including the [Public sector equality duty](#) [(PSED)](#) (s.149), when teaching RSHE. [13] Further guidance is available for schools in [The Equality Act 2010 and Schools](#) advice.

65.   Schools must ensure topics in RSHE are taught in a way which does not discriminate against pupils or amount to harassment.

66.   Pupils should understand the importance of equality and respect and learn about the law relating to the protected characteristics by the end of their secondary education. The protected characteristics are age, disability, gender reassignment, sexual orientation, marriage or civil partnership, pregnancy and maternity, race, religion or belief, and sex.

Lesbian, Gay, Bisexual and Transgender content

67.   As above, pupils should understand the importance of equality and respect throughout their education. They should learn about all protected characteristics, including sexual orientation and gender reassignment, by the end of their secondary education.

68.   We strongly encourage primary schools to teach about healthy loving relationships, and to include same-sex parents along with other family arrangements when discussing families. At secondary school, there should be an equal opportunity to explore the features of stable and healthy same-sex relationships, and secondary schools should ensure that this content is integrated into RSHE programmes of study rather than delivered as a standalone unit or lesson. Schools should ensure that they cover all the facts about sexual health, including STIs, in a way that is relevant for all pupils, including those who are lesbian, gay, bisexual and/or gender questioning.

69.   Pupils should also be taught the facts and the law about biological sex and gender reassignment. This should recognise that people have legal rights by virtue of their biological sex which are different from the rights of those of the opposite sex with the protected characteristic of gender reassignment. Pupils should also be taught to recognise that people with the protected characteristic of gender reassignment, as with the other protected characteristics, have protection from discrimination and should be treated with respect and dignity.

70.   In teaching this, schools should be mindful that beyond the facts and the law about biological sex and gender reassignment there is significant debate, and they should be careful not to endorse any particular view or teach it as fact. For example, they should not

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[13] Equality Act provisions in relation to schools are in Part 6, Chapter 1. Independent schools that are not academies are not subject to the PSED.

teach as fact that all people have a gender identity. Schools should avoid language and activities which repeat or enforce gender stereotypes. Schools should be mindful to avoid any suggestion that social transition is a simple solution to feelings of distress or discomfort.

71.   Schools should encourage young people to consider how to express their views while remaining respectful of the opinions of others. Schools should be clear that bullying or disrespectful language or behaviour is never appropriate.

72.   Where schools decide to use external resources, they should avoid materials that use cartoons or diagrams that oversimplify this topic, that could be interpreted as being aimed at younger children, or that perpetuate stereotypes or encourage pupils to question their gender. Schools should consult parents on the content of external resources on this topic in advance and make all materials available to them on request as set out in the section on openness with parents.

Religion and belief, including teaching in schools with a religious character

73.   RSHE should be sensitive to the religious background of pupils, and schools must ensure they comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics.

74.   All schools may teach about faith perspectives on these topics. In particular, schools with a religious character may teach their distinctive faith perspective on relationships, and balanced debate may take place about issues that are contentious. For example, the school may wish to reflect on faith teachings about certain topics as well as how their faith institutions may support people in matters of relationships and sex. Schools should be clear when they are delivering content that reflects religious belief.

Pupils with special educational needs and disabilities (SEND)

75.   Teaching should be developed to ensure these subjects are accessible for pupils with SEND and prepare pupils for adulthood,[14] as set out in the SEND code of practice: 0 to 25 years. This applies to both mainstream and special schools.

76.   Schools should be aware that pupils with SEND may be more vulnerable than their peers to harmful sexual behaviour, sexual abuse, exploitation and violence, bullying and

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[14] "Preparing for adulthood" outcomes are set out at section 7.38 of the SEND code of practice: 0 to 25 years.

other issues. RSHE can be particularly important for these pupils, particularly those with social, emotional and mental health needs or learning disabilities.

Addressing sexual harassment and sexual violence

77. Relationships education has an important role in supporting young people to develop the skills they need to build healthy relationships and grow into kind and respectful adults. From early primary, schools can support young children to develop skills for positive relationships, including skills for navigating boundaries with kindness and respect. Schools can support young children to behave with respect and to understand and identify prejudice. Preventing sexual violence and abusive behaviour starts from this support for children in primary.

78. Supporting young people to develop the skills they need to build healthy relationships should be part of a whole school approach and underpin schools' policies, including behaviour and safeguarding, to ensure that an ethos of kindness and respect is evident throughout the school.

79. Pupils should understand that anyone can be a victim of sexual violence, regardless of sex, sexual orientation, gender reassignment or any other protected characteristic, and that the victim is never to blame. It is important to acknowledge that most sexual violence is committed against women and girls, and it often has a gendered component – for example, manifesting an inequality of power between men and women. However, anyone can be affected by sexual violence and teachers should avoid language which stigmatises boys or suggests that boys or men are always perpetrators or that girls or women are always victims.

80. Both within and beyond the classroom, staff should be conscious of everyday sexism, misogyny, homophobia and stereotypes, and should take action to build a culture where prejudice is identified and tackled. Staff have an important role in modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes. Pupils should understand the importance of challenging harmful beliefs and attitudes and should understand the links between sexism and misogyny and violence against women and girls. Where misogynistic ideas are expressed at school, staff should challenge the ideas, rather than the person expressing them.

81. Pupils should have opportunities to develop positive conceptions of masculinity and femininity, including how to identify and learn from positive male role models. It is important for pupils to understand that most boys and young men are respectful to girls and young women and each other. Pupils may be exposed to online content which normalises harmful or violent sexual behaviours, which might include sexist and misogynistic influencers who normalise sexual harassment and abuse. Young people may be more vulnerable to this content when they have low self-esteem, are being bullied, or have other challenges in their lives. Teachers should encourage pupils to consider how this content may be harmful to both men and women, while avoiding stigmatising or

perpetuating harmful stereotypes about boys, and avoiding directly signposting to specific content and content producers.

82.   It is important for pupils to understand that ethical behaviour in friendships and other relationships goes beyond respecting boundaries and consent, and that strong relationships of all types involve kindness and care. RSE lessons should be clear that all sexual activity should involve kindness, care, attention to the needs and vulnerabilities of the other person and an awareness of the power dynamics that can exist within relationships.

83.   RSE lessons should ensure that both boys and girls have opportunities to practise respectful communication and understand experiences which are different from their own, including menstruation and menopause. However, in some cases, such as when a school identifies a specific need, the school may consider that separating classes by sex is the best way to create a safe space for discussion of a particular topic. This should be done in a way that avoids stigmatising boys or making girls feel like they will inevitably be victims of abusive behaviour or that it is their responsibility to protect themselves.

Safeguarding

84.   Discussions about sensitive topics in RSHE can lead to increased safeguarding reports. All staff should know what to do if they have concerns that a pupil is being neglected or abused, including those who have seen, heard or experienced the effects of domestic abuse.[15] The Department publishes statutory safeguarding guidance _Keeping children safe in education_ (KCSIE); this guidance provides a strong safeguarding framework and is clear on the actions a school or college should take if there are any concerns about a child or young person's wellbeing and/or safety. Staff should also be aware of mandatory reporting duties, including relating to FGM, and that virginity testing and hymenoplasty became illegal in 2022. The Government is also introducing a new law which will create a legal requirement for anyone in regulated activity relating to children in England, including teachers, to report if they are made aware a child is being sexually abused. Where lessons are delivered by external agencies, schools must agree in advance of the session how a safeguarding concern would be dealt with by the external visitor.

85.   If staff have any concerns about a child's welfare, they should act on them immediately. Part 1 of KCSIE sets out the process staff should follow when they have concerns about a child. Staff should handle personal information with due care and know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the Designated Safeguarding Lead (or deputy). Staff should never promise a child that they will not tell

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[15] Resources to help teachers and school staff identify the signs and indicators of child sexual abuse can be found here – Centre of expertise on child sexual abuse

anyone about a report of abuse, as this may ultimately not be in the best interests of the child. It is equally important that children understand how confidentiality will be handled in a lesson and what might happen if they choose to make a report, about themselves or a peer. Pupils should also understand where they can report any concerns and seek help, including to external services if they do not feel comfortable talking to school staff.

86. If staff have a concern about a risk of pupils experiencing or perpetrating harms, they should follow their own organisation's child protection policy and speak to the designated safeguarding lead (or a deputy). The designated safeguarding lead should have knowledge of trusted, high-quality local support that could be engaged, links to the police and other agencies and awareness of local issues which it may be appropriate to address in lessons.

Managing difficult questions

87. Pupils may ask questions about topics which go beyond any sex education covered by the school or relate to sex education from which they have been withdrawn. The school's policy should explain how teachers will handle such questions, with an emphasis on supporting the child. This may include asking a pupil to speak to their parents or a trusted adult, signposting to support services where needed, and recognising that children whose questions go unanswered might instead turn to inappropriate sources of information, including online. Teachers may require support and training in handling questions that are better not dealt with in the classroom.

Annex A Regulations

Relationships education, Relationships and Sex Education, and Health education

The Relationships education, Relationships and Sex Education, and Health education (England) Regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017 and provide that pupils receiving primary education must be taught relationships education; pupils receiving secondary education must be taught RSE; and that all primary and secondary pupils must be taught health education. The subjects of relationships education and RSE must be taught in all maintained schools, academies and independent schools. This includes pupil referral units, maintained special schools, special academies, and non-maintained special schools. All schools, except independent schools, must make provision for health education.

To give effect to the duty in section 34 of the 2017 Act and the power in section 35 of that Act, the Relationships education, Relationships and Sex Education and Health education (England) Regulations 2019 amend existing provisions in the Education Act 1996 and the Education Act 2002 and insert new provisions into the Education (Pupil Referral Units) (Application of Enactments) (England) Regulations 2007, the Education (Independent School Standards) Regulations 2014 and the Non-Maintained Special Schools (England) Regulations 2015. The provisions include a requirement for the Secretary of State to publish guidance on relationships education, RSE, and health education; require schools to have regard to that guidance; require schools to make a statement of policy on their provision of relationships education and RSE; and set out the circumstances in which a pupil is to be withdrawn from RSE.

The regulations and guidance in relation to health education do not apply to independent schools – they will continue to make provision for the health education element of PSHE under the Education (Independent School Standards) Regulations 2014.

Annex B Government resources

Curriculum resources

The Department for Education page brings together all existing information available to schools on the teaching of the RSHE curriculum. This includes parent guides and guidance in engaging parents on Relationships education. Schools will also want to refer to Keeping children safe in education (statutory guidance).

- Schools may also wish to see a series of DfE sexual harassment webinars covering domestic abuse, pornography and sexual exploitation.

- Non-statutory framework for Citizenship KS 1 and 2 (Non-statutory programme of study). Schools may wish to draw on the statutory Citizenship programme of study for KS 3 and 4 in their planning.

- Oak National Academy, the independent provider of freely available online curriculum and lesson resources, are developing curriculum materials to make sure every school can access high-quality, compliant resources which will build on what is already available for schools.

- Example of a model RSHE curriculum produced in 2019 by the Catholic Education Service in conjunction with the Department for Education. https://www.catholiceducation.org.uk/resources/relationship-and-sex-education

Wider resources

These subjects support many cross-government strategies of which schools will want to be aware. Whilst we have not referenced all strategies or supporting documents, we have included some of the key areas below.

- The Working together to safeguarding children statutory guidance on multi-agency working to help, protect and promote the welfare of children.

- The Domestic Abuse Act 2021 statutory guidance which is intended to increase awareness and inform the response to domestic abuse, also conveying standards and promotes best practice.

- Statutory guidance on FGM, including the mandatory reporting duty which applies to teachers, health and social care professionals, and statutory guidance on forced marriage.

- The report Teaching Relationships Education to Prevent Sexual Abuse is a rapid evidence assessment of the academic and grey literature on teaching relationships education to prevent sexual abuse.

- [Centre of expertise on child sexual abuse](). Advice, research and resources to help professionals identify, respond and support children and young people who have experienced sexual abuse.

- [Crimestoppers Fearless](). Definitions, advice on how to spot the signs, and guidance to support young people affected by sexual harms, including child sexual abuse and harmful sexual behaviour.

- The [Virginity testing and hymenoplasty: multi-agency guidance]() offers advice for chief executives, directors, senior managers, frontline professionals within agencies and anyone else who may come in to contact with women and girls affected by virginity testing and hymenoplasty. It encourages agencies to cooperate and work together to protect and support those at risk of, or who have undergone, these procedures.

- [The Child Exploitation and Online Protection (CEOP)]() Education programme, part of the National Crime Agency, which aims to protect children and young people from the threat of online child sexual abuse. Their offer for professionals includes training, guidance and free educational resources that are aligned to the RSHE curriculum.

- The National Crime Agency in partnership with the PSHE association have developed lesson plans that explore the risks involved in committing cybercrime and help students to recognise and avoid the techniques used to manipulate young people online: [National Crime Agency: Exploring Cybercrime (pshe-association.org.uk)]().

- [Report Remove]() is a service designed for young people in the UK, under 18, to confidentially report and remove sexual images or videos of themselves from the internet. This initiative, a collaboration between Childline and the Internet Watch Foundation (IWF), offers a secure and anonymous way for minors to take control of their online presence and safety.

- The Youth Endowment Fund (YEF, the 'what works' centre for preventing violence) Education Practice Guidance outlines evidence-based recommendations on how to help prevent children's involvement in violence. [Education guidance | Youth Endowment Fund]() The YEF also produce an online toolkit that fund and evaluate interventions. The toolkit currently summarises 32 different approaches to violence prevention, highlighting impact on violent crime, evidence quality and cost. The YEF's Toolkit outlines 12 approaches to preventing violence among school-age children within Education and Children's Services [Youth Endowment Fund Toolkit]().

- The Children's Commissioner [Digital 5 A Day]() provides a simple framework that reflects the concerns of parents as well as children's behaviours and needs.

- Better Health (NHS) have produced a website for teachers which covers a broad range of health and relationships issues in a format which is accessible for young people, targeted at primary and secondary age pupils. This includes Every Mind Matters resources for lessons which are accredited by the NHS: *[School Zone | Campaigns | Campaign Resource Centre]*. Additionally, *['Talk to Frank']* provides

tailored, youth centred information about nicotine/vaping, alongside other substances. Home Office guidance and resources for teachers and school staff on responding to and preventing abuse in a school setting, as well as resources for teaching about sexual harassment and sexual abuse, including preventing violence against women and girls: Guidance and resources for teachers and school staff | ENOUGH

- Shore Space. An anonymous and confidential chat service and website for children and young people who are worried about their own or others' sexual thoughts, feelings or actions.

- The Drug Education suite of drug and alcohol education lesson materials incorporates the latest evidence, information and statistics, along with additional content on vaping, synthetic drugs and more.

- The National Centre For Smoking Cessation and Training (NCSCT) provides resources and practice guidance for healthcare professionals and teachers to support children and young people quit tobacco and/or vaping.

- The Teenage Pregnancy prevention framework provides evidence based guidance for local authorities, including the important role of RSE and links to local sexual health services. Additionally, the Fingertips tool offers a large public health data collection where information on teenage pregnancies can be found. The Department of Health and Social Care's Framework for Sexual Health Improvement in England supports the prevention of early, unplanned pregnancy.

- Reproductive health - a public health issue (PHE. 2018) A consensus statement, data and women's experiences, covering reproductive health through the life course, from menstruation to menopause. (PHE. 2018)

- Period product scheme for schools and colleges - GOV.UK

- Physical activity guidelines (Guidance from the Chief Medical Office) on how much physical activity people should be doing, along with supporting documents.

- The Eatwell Guide is a policy tool used to define government recommendations on eating healthily and achieving a balanced diet.

- The Children's health: migrant health guide contains advice and guidance on the health needs of migrant patients for healthcare practitioners.

- The Children's Oral Health elearning programme provides information and advice about children's oral health. It is aimed at parents, expectant mothers, early years healthcare workers, teachers, nurses, GPs and the public.

- The Commissioning and delivering supervised toothbrushing schemes in early years and school settings - GOV.UK guidance and toolkit has been updated to support commissioners and providers of local supervised toothbrushing schemes to ensure activities are evidence-informed, safe and have clear accountability and reporting arrangements to demonstrate impact.

- [The Yellow Card Scheme](#) – self-care and the importance of reporting suspected side effects to medicines. A fully tested and evidence-based [guide for pupils and teachers](#) on the potential risks of medicines and healthcare products, including side effects, problems with medical devices, blood products, e-cigarettes, and vapes, and what to do about them.

- NHS Blood and Transplant curriculum resources on blood, organ and stem cell donation: [Educational resources - NHS Blood and Transplant](#)

- Briefing for primary schools on the [Flu vaccination programme in schools - GOV.UK](#)

- Briefing for secondary schools on the [Adolescent vaccination programme in secondary schools for 2024 to 2025 - GOV.UK](#)

- The UKHSA e-bug resources cover a broader health education programme that includes vaccination and developed materials from early years to Key stage 3. These can be found here: [e-bug home](#)

- The Government response to the [consultation on the structure, distribution and governance of the statutory levy on gambling operators - GOV.UK](#)

- [The Gambling Levy Regulations 2025 – GOV.UK](#)

- Educational resources to help young people stay safe around the railways can be found here: [Safety education - Network Rail](#)

Data to understand the health and wellbeing needs of the local school-age population

- The Office for Health Improvement and Disparities (OHID) through its [Fingertips tool](#) offers a large public health data collection. Data is organised into themed profiles including a [child and maternal health profile.](#) The indicators included in the profile allow areas to see how they perform against the national average and against other local areas. These tools, accompanied by local health intelligence, can be used by schools to identify and respond to the particular health and wellbeing needs of their local school-age population.

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Relationships Education, Relationships and Sex Education (RSE) and Health Education

Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers

July 2025

Contents

Introduction

1.   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.

2.   The duties on schools in this area are set out in legislation.[1] The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make relationships education compulsory for all pupils receiving primary education and relationships and sex education (RSE) compulsory for all pupils receiving secondary education.[2] They also make health education compulsory in all schools except independent schools. Personal, social, health and economic education (PSHE) continues to be compulsory in independent schools. Parents[3] have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

3.   The subjects are part of the basic school curriculum, which allows schools flexibility in developing their planned programme, integrated within a broad and balanced curriculum. Key aspects of RSHE are in scope for Ofsted inspection, for example, through inspectors' consideration of pupils' personal development, behaviour and welfare, and spiritual, moral, social and cultural development.

What is the status of this guidance?

4.   This is statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996 – further details are in Annex A.

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[1] Maintained schools and academies are required to provide a curriculum which is broad and balanced in accordance with Section 78 of the Education Act 2002. Part I of the Schedule to the Education (Independent School Standards) Regulations 2014 requires independent schools other than academies to make provision for PSHE (paragraph 2(2)(d)), and to prepare pupils for the opportunities, responsibilities and experiences of life in British society (paragraph 2(2)(i). Part 2 of the Schedule requires independent schools (including academies) to meet the standard relating to the Spiritual, Moral, Social and Cultural development of pupils.

[2] For ease of reference, this guidance refers to primary schools and secondary schools, but the statutory requirements refer to pupils receiving primary/secondary education.

[3] The word "parents" is used henceforth to mean both parents and carers.

5.   Schools[4] must have regard to the guidance, and where they depart from those parts of the guidance which state that they should (or should not) do something they will need to have good reasons for doing so.

About this guidance

6.   This document contains information on what schools **should** do and sets out the legal duties with which schools **must** comply when teaching relationships education, relationships and sex education (RSE) and health education.

7.   Unless otherwise specified, 'school' means all schools, whether maintained, non-maintained or independent schools, including academies and free schools, non-maintained special schools, maintained special schools and alternative provision, including pupil referral units.

8.   This guidance updates the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance 2019. This guidance will be kept under review.

Who this guidance is for

9.   This statutory guidance applies to all schools, and is therefore aimed at:

- governing bodies of maintained schools (including schools with a sixth form) and non-maintained special schools (including residential special schools)
- trustees of academies and free schools
- Multi Academy Trust central staff team
- proprietors of independent schools (including academies and free schools)
- providers of alternative provision, including AP Academies and AP Free Schools
- management committees of pupil referral units (PRUs)
- teachers, other school staff and school nurses
- head teachers, principals and senior leadership teams
- dioceses and other religious bodies, and
- for reference, relevant local authority staff.

10.   Pupil referral units (PRUs), alternative provision (AP) academies and free schools, and independent schools that provide AP, are required to make provision for relationships education, RSE and health education in the same way as mainstream schools; and they must have regard to this guidance in delivering their programme. In teaching these subjects in PRUs, AP academies and free schools, and independent[5] AP schools, specific

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[4] Guidance on health education does not apply to independent schools, which must meet the Independent School Standards as set out in the Education (Independent School Standards) Regulations 2014. However, they may find the sections on health education helpful. It does, however, apply to academies and free schools.

[5] Independent schools do not have to have regard to the guidance on health education, although they may find it helpful in planning.

thought should be given to the particular needs and vulnerabilities of the pupils and what adjustments might be needed.

11.   The statutory requirements do not apply to sixth form colleges, 16-19 academies or Further Education (FE) colleges,[6] although we would encourage them to support students by offering these subjects. These settings may find the principles helpful, especially in supporting pupils in the transition to FE.

Developing a policy

12.   All schools must have an up-to-date written policy for relationships education or, where they teach sex education, for RSE. Schools must proactively engage and consult parents when they develop and review their policy, ensuring parents understand that effective RSHE is important for promoting and protecting the wellbeing of all children (see the section on openness with parents on page 33). Listening and responding to the views of pupils and parents helps to ensure that RSHE meets pupils' needs and that topics are taught at the right time to support children to build positive relationships and avoid harms before they occur. Schools must provide a copy of their policy free of charge to anyone who asks for one and publish the policy on the school website.[7] Schools may need to include new content in RSHE to respond to emerging needs or issues in the school but should be careful to inform parents of any shifts away from the policy and continue to share relevant materials on request.

13.   While schools are not required to publish a policy for health education, it would be good practice for schools to set out some of the details about how health education will be taught.

14.   The RSE policy should:

- Set out the subject content, how and when it will be taught, and who is responsible for teaching it, including any external providers the school will use.
- Differentiate between relationships and sex education (where sex education is taught), so that parents have clear information. Relationships education doesn't involve explaining the detail of different forms of sexual activity, but can cover sensitive topics such as sexual violence in order to keep children safe.
- Include information about a parent's right to request that their child is withdrawn from sex education.
- Explain how content will be made accessible to all pupils, including those with special educational needs or disabilities (SEND).

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[6] Further education and sixth form colleges that provide full time education for 14-16-year olds are required to follow Department for Education guidance which covers a number of areas including the curriculum. From September 2020, these included the subjects of relationships and sex education and health education, and such providers need to follow this guidance.

[7] If a school does not have a website, they should ensure that the policy is available by other means.

- Describe how the subject is monitored and evaluated.
- Set out how parents can view curriculum materials.
- Explain how teachers will answer questions about topics in sex education that the school does not cover (in primary) or that relates to sex education from which the child has been withdrawn.
- Explain how the policy has been produced, who approves the policy, and how and when it will be reviewed.

Guiding principles for relationships, sex and health education

15.   Schools should develop a curriculum with the following key principles in mind:

   a. **Engagement with pupils.** An inclusive and well-sequenced RSHE curriculum should be informed by meaningful engagement with pupils to ensure that the curriculum is relevant and engaging.

   b. **Engagement and transparency with parents.** Schools should engage with parents on the content of RSHE and be transparent with parents about all materials used in RSHE. All materials should be available to parents, as described in the section on openness with parents on page 33. Parents have a right to request that their children are withdrawn from sex education (pupils can opt back in from three terms before they turn 16) and schools should ensure parents are aware of sex education content within lessons in advance.

   c. **Positivity.** Schools should focus on building positive attitudes and skills, promoting healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health. Schools should avoid language which might normalise harmful behaviour among young people – for example gendered language which might normalise male violence or stigmatise boys.

   d. **Careful sequencing.** Schools should cover all statutory topics, recognising that young people can start developing healthy behaviour and relationship skills as soon as they start school. Schools should sequence teaching so that pupils are supported and equipped with the knowledge to navigate different experiences in a positive way before they occur, and to prevent harms.

   e. **Relevant and responsive.** Schools should develop the curriculum to be relevant, age and stage appropriate and accessible to pupils in their area, where appropriate working with local partners and other bodies to understand specific local issues and ensure needs are met.

   f. **Skilled delivery of participative education.** The curriculum should be delivered by school staff or, where schools choose to use them, external providers who have the knowledge, skills and confidence to create a safe and supportive environment and to facilitate participative and interactive education which aims to support and not to alarm pupils. Staff should be trained in safeguarding and offering support, recognising the increased possibility of disclosures.

   g. **Whole school approach.** The curriculum is best delivered as part of a whole school approach to wellbeing and positive relationships, supported by other school policies, including behaviour and safeguarding policies.

Parents' right to request withdrawal from sex education

16.   Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

17.   Before granting any request for withdrawal of a child from sex education, it is good practice for the head teacher to discuss the request with parents, and the child if appropriate, to understand the request and to clarify the nature and purpose of the curriculum. This is likely to include discussing the benefits of sex education, and any detrimental effects of withdrawal, including social and emotional impacts on the child, and the likelihood that the child will hear their peers' version of what was said in class, which may not be accurate. Schools will want to document this process to ensure a record is kept.

18.   Where primary schools provide sex education, head teachers must automatically grant a request to withdraw a pupil from it, other than content that is taught as part of the science curriculum. In secondary, head teachers can refuse a request in exceptional circumstances, for example because of safeguarding concerns or a pupil's specific vulnerability.

19.   From three terms before the pupil turns 16, a pupil can choose to opt back into sex education even if their parent has requested withdrawal. For example, if a pupil turns 16 during the autumn term, the pupil can opt back into sex education at any time after the start of the previous autumn term. Schools should ensure that pupils know they have this option.

20.   If a pupil is withdrawn from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

21.   Parents do not have the right to withdraw their pupils from relationships and health education, nor can they be withdrawn from topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction.

22.   Everyone has relationships with others, and most pupils will develop sexual relationships at some point in their lives. Relationships education should equip pupils with the knowledge and skills they need to act with kindness and respect in all their relationships as they grow into adulthood, to enjoy their relationships, and to keep themselves and others safe.

23.   Relationships education will focus on how to form and sustain positive relationships but will also help children identify risks and harms. Relationships education may therefore include topics related to preventing sexual abuse, for example, or avoiding sharing inappropriate material online. This can be done without describing the detail of any sexual

activity involved. Similarly, good safeguarding practice requires young people to understand the correct terms for different parts of the body and to be able to confidently use these terms. This can be provided as part of health education in primary, without describing any detail of sexual activity.

Curriculum Content

Relationships education (Primary)

24.   The focus for primary relationships education should be on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe.

25.   Building children's understanding and skills at primary is essential for preparing them for more complex content at secondary. For example, in primary, children will learn skills for managing difficult feelings in their friendships, like disappointment or anger. This prepares them to reflect on how to behave with kindness in more complex or challenging relationships at secondary.

26.   Schools should be sensitive to pupils' circumstances, recognising that families of many forms provide a nurturing environment for children, and can include single parent families, same-sex parents, families headed by grandparents, young carers, kinship carers, adoptive parents and foster parents/carers. Teaching should illustrate a wide range of family structures in a positive way, and care should be taken to ensure that children are not stigmatised based on their home circumstances.

27.   Primary relationships education should be anchored in an understanding of positive relationships, but should also equip children to keep themselves and others safe, and to recognise and report risks and abuse, including online. This can be delivered by focusing on boundaries, privacy, and children's rights over their own bodies and personal information. Pupils should be able to recognise emotional, physical and sexual abuse. Even very young children can be equipped to understand what counts as abusive behaviour and to trust their instincts about behaviour that doesn't feel right. In addition, pupils should understand about bullying, and that this can include the use of derogatory terms relating to sex, race, disability or sexual orientation.

28.   Pupils should know how to report concerns and seek advice. While teaching children how to stay safe, including online, teachers should be clear that being a victim of abuse is never the fault of the child.

29.   Primary children should be introduced to protective and preventative content in a way that does not cause unreasonable alarm and does not appear to normalise risky behaviours or activities. For example, in late primary, schools may decide to discuss the

pressure to share naked images if this is affecting pupils in the school. There may also be cases, such as when they know that pupils have seen pornography, in which schools may feel the need to discuss online sexual content. Teaching should be age appropriate and respectful of all children, including those who may have no familiarity with the topics under discussion. Schools should also inform parents of any deviation from their published RSE policy in advance and share any relevant materials with them on request.

Relationships education: content to be covered by the end of primary

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.

Sex Education (Primary)

30.   Sex education is not compulsory in primary schools, but we recommend that primaries teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Schools may also cover human reproduction in the science curriculum, but where they do so, this should be in line with the factual description of conception in the science curriculum.

31.   Primary schools should consult parents about the content of anything that will be taught within sex education. This process should include offering parents support in talking to their children about sex education and how to link this with what is being taught in school as well as advice about parents' right to request withdrawal from sex education.

Relationships and Sex Education (RSE): Secondary

32.   RSE in secondary should provide a clear progression from primary relationships education. RSE should provide young people with the information they need to develop healthy, safe and nurturing relationships of all kinds. This should include the knowledge they need in later life to keep themselves and others safe, and how to avoid sexually transmitted infections and unplanned pregnancies.

33.   Effective RSE focuses on respect for oneself and others and does not encourage or normalise early sexual experimentation. By supporting confidence and self-esteem, RSE will enable young people to make their own choices about whether or when to develop safe, fulfilling and healthy sexual relationships, once they reach the age of consent, and to resist pressure to have sex.

34.   Effective teaching will be participative and interactive and will give pupils opportunities to develop skills and to discuss and critically evaluate complex relationship scenarios.

35.   RSE in secondary will cover a range of topics, including topics related to abusive behaviour. While teaching children how to stay safe, including online, teachers should be clear that being a victim of abuse is never the fault of the child or young person. Different forms of abuse should be addressed sensitively and clearly at appropriate ages. For pupils who are experiencing or have experienced unhealthy or unsafe relationships, including at home, schools have an important role as a place of consistency and safety where pupils can find support.

36.   When teaching sensitive topics, teachers can use approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion, and using question boxes to allow pupils to raise issues anonymously.

Secondary relationships and sex education curriculum content

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

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.

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[9] For example, see [Report Remove](#)

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

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[10] The Domestic Abuse Act 2021 recognised children who see, hear, or experience the effects of abuse, and are related to either the victim of the abusive behaviour, or the perpetrator, as victims of domestic abuse in their own right (part 1 section 3). The Domestic Abuse Act 2021 statutory guidance is designed to support statutory and non-statutory bodies working with victims of domestic abuse, including children.

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.

Health and wellbeing

37.   The aim of teaching about health and wellbeing is to enable pupils to make good decisions about their own health and wellbeing, to understand the links between physical and mental health, to recognise when things are not right in their own health or the health of others and to seek support when needed. Schools should support pupils to develop strategies for self-regulation, perseverance and determination, even in the face of setbacks.

38.   Effective teaching should aim to reduce stigma attached to health issues, in particular relating to mental health, and discourage the pejorative use of language related to ill health. Schools should promote openness, so that pupils can check their understanding and seek any necessary help and advice.

39.   Curriculum content related to puberty and menstruation should be complemented by sensitive arrangements to help girls prepare for and manage menstruation, including with requests for period products. Schools should use appropriate language such as period pads and menstrual products instead of sanitary items or feminine hygiene products. The Department for Education's Period Products Scheme is available for state-funded primary schools, secondary schools, and colleges in England.

Health and wellbeing: Primary

40.   Health education in primary starts with the benefits and importance of physical activity, good nutrition and sufficient sleep, and supports pupils to develop emotional awareness. Schools should emphasise the relationships between physical health and mental wellbeing, and the benefits of physical activity and time spent outdoors. As in all of RSHE, care should be taken to avoid exposing pupils to concepts which are not appropriate for them. Schools should continue to build on the primary health and wellbeing curriculum content in secondary.

Primary health and wellbeing: content to be covered by the end of primary

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.

Health and wellbeing: Secondary

41.　Teaching in secondary should build on primary content, supporting pupils to understand their changing bodies and their feelings, how to protect their own health and wellbeing, and when a physical or mental health issue requires attention.

42.　Secondary schools may also choose to teach about issues which are not listed in the secondary curriculum content. This includes topics such as eating disorders and self-harm. These topics can be taught about in secondary schools in a safe and sensitive way but are specialised areas and schools should use qualified support or advice, ensure that they are using reliable high-quality teaching material, and signpost to external support as needed. Schools may consider accessing support from the NHS or local specialist services who may be able to provide advice and CPD for teachers. It is important that schools ensure that teachers are properly equipped to lead discussions about these topics, including what to do if a pupil makes a disclosure.

43.　 Secondary schools should also consider how to safely address suicide prevention. Many aspects of suicide prevention are addressed through the mental wellbeing curriculum. Starting in primary school, the curriculum includes recognising and talking about emotions, looking after one's own and others' wellbeing, being worried about friendships, other relationships, and judging whether feelings or behaviour require support. Teachers should discuss isolation, loneliness and bullying, and how to cope when things go wrong in life. It is also important to ensure pupils understand how to seek help from a trusted adult, including when they are concerned about another person.

44.　Schools should consult mental health professionals and put in place high quality, evidence-based staff training before addressing suicide directly with secondary aged pupils, to ensure that staff have the knowledge and skills to do this safely. It is important that teachers use language and content that is accurate, straightforward and appropriate

to the level of understanding of the class. They should take particular care not to discuss instructions or methods of self-harm or suicide and avoid using emotive language, videos or images as there is a risk this could signpost pupils towards dangerous ideas and online content of which they may not previously have been aware.

45.   Secondary schools should consider carefully when it is suitable to deliver suicide prevention content, taking into account the age, maturity, and personal experiences of pupils as well as the views of parents and the confidence and skills of teachers, recognising that pupils' emotional and cognitive maturity to understand this material increases across the early secondary years.

46.   It is also important that schools take a similar approach to addressing eating disorders, ensuring that staff have the knowledge and skills to do this safely. Teachers should take care to avoid language with romanticises eating disorders and avoid discussing instructions, methods or ideas of restriction, bingeing or purging.

47.   If teachers have concerns about a specific pupil in relation to eating disorders, self-harm or suicidal ideation or attempts, or a pupil discloses information, they must follow safeguarding procedures.

Secondary health and wellbeing curriculum content

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

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.

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[11] Cardiopulmonary Resuscitation is usually best taught after 12 years old.

Related guidance

48.   The guidance should be read in conjunction with:

- National curriculum in England: citizenship, religious education, computing, science and physical education programmes of study
- Keeping children safe in education (statutory guidance)
- Early years foundation stage (EYFS) statutory framework - GOV.UK The safeguarding and welfare requirements in section 3 cover children from 0-5 and therefore schools must follow this for children in reception year
- Working Together to Safeguard Children (statutory guidance on multi-agency working to help, protect and promote the welfare of children)
- Behaviour in schools (advice for schools, including advice for appropriate behaviour between pupils)
- Technical guidance for schools in England | EHRC
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Promoting Children and Young People's Emotional Health and Wellbeing (guidance for schools and colleges)
- Domestic Abuse Statutory Guidance
- Preventing and Tackling Bullying
- Teaching Online Safety in Schools
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development)
- Guidance for schools on colleges on gender questioning children (currently in draft, to be finalised after consultation)

Developing a curriculum, choosing resources and working with external agencies

49.   Schools have significant freedom to implement this guidance in the context of a broad and balanced curriculum.

50.   A school's curriculum should be in line with the needs of pupils. Effective, high-quality teaching will break down core knowledge and skills into manageable and well-sequenced units, including opportunities for pupils to practise skills so that they will be confident to use them in real-life situations. The curriculum should build knowledge and skills sequentially, with regular feedback provided on pupil progress. Lessons should

ensure that all pupils are challenged, and assessments should identify where pupils need extra support or intervention.

51.   The lead teacher will need to work closely with colleagues in related curriculum areas to ensure the subjects complement and do not duplicate content covered in national curriculum[12] subjects such as citizenship, science, computing and PE. The lead teacher will want to look for opportunities across other curriculum subjects to reinforce concepts introduced in RSHE, for example discussing misogyny in the context of history or using examples in literature to discuss positive and less positive examples of relationships.

52.   Working with external organisations can enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with young people, but schools always remain responsible for the content and the way in which children are taught. Schools should check that external resources are accurate, age and stage appropriate and unbiased. Schools should be particularly cautious about using resources from organisations that have a broader interest in promoting harmful products (e.g. cigarettes and alcohol) or that have a strong partisan view on a contested topic. Schools are responsible for checking the credentials of any visitor or visiting organisation. Schools should ask to see materials and a lesson plan in advance, and should seek the views of parents, making sure that all materials can be viewed by parents (see the section on openness with parents below).

53.   Examples of resources funded by the Government to complement classroom teaching are listed in Annex B. It is ultimately the school's responsibility to ensure resources and teaching materials are appropriate for the age and maturity of pupils, are accessible for all pupils, including those with SEND, fit with their planned programme and policy, and are sensitive to pupils' needs.

54.   It is important to agree how confidentiality will work in any lesson, and that any visitor understands how safeguarding reports should be dealt with in line with school policy. Further information for teachers in handling potential safeguarding or child protection reports is on page 34.

Openness with parents about RSHE materials

55.   Schools should take steps to pro-actively engage parents and make sure they are aware of what is being taught in RSHE. These steps might include inviting parents into school to discuss the curriculum content and the importance of RSHE for wellbeing and safety, inviting them to discuss any concerns, and supporting parents in managing conversations with their children about RSHE topics. Schools must consult parents when developing and reviewing their RSE policies, in accordance with the section on developing a policy, above.

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[12] The national curriculum does not apply to academies or independent schools.

56.   Schools should show parents a representative sample of the resources that they plan to use, enabling parents to continue conversations started in class, and should ensure that parents are able to view all curriculum materials used to teach RSHE on request. Parents are not able to veto curriculum content, but schools must consult with parents when developing their RSHE policy and it is right that they are able to see what their children are being taught, especially in relation to sensitive topics, and schools should respond positively to requests from parents to see material.

57.   There is a public interest in parents being given the opportunity to see materials used in RSHE teaching if they would like to. When contracting with external providers, schools should not agree to any contractual restrictions on showing parents any content that the school will use. Schools should communicate to providers that they are legally obliged to have regard to this statutory guidance, including the expectation that all content can be shared with parents.

58.   Where contractual clauses exist that seek to prevent schools sharing any material at all with parents, they are void and unenforceable. This is because they contradict the clear public policy interest of ensuring that parents are aware of what their children are being taught in sex and relationships education.

59.   Where copyright law applies, schools must comply with it when sharing resources with parents. It is best practice to share materials via a "parent portal" or, if this is not possible, through a presentation. When schools make documents available to parents, they should acknowledge the provider's authorship. They should include a statement, that parents agree to as a condition of access, that the content should not be copied or shared further except as authorised under copyright law. Where relevant and possible, IT systems should also be in place to prevent downloading.

60.   Where parents are unable to view materials via a "parent portal", or cannot attend a presentation, schools can provide copies of materials to parents to take home, providing parents agree to a similar statement that they will not copy the content or share it further except as authorised under copyright law. For the avoidance of doubt – copyright law affects the way in which materials are shared, but should never be used as a reason to refuse to share them.

Governors and Trustees

61.   As well as fulfilling their legal obligations, governing boards and proprietors of academy trusts should also make sure that:
- all pupils make progress in achieving the expected educational outcomes
- teaching is accessible to all pupils with SEND
- curriculum content and teaching materials are aligned with this statutory guidance

- clear information is provided for parents on the subject content, teaching materials and external providers, and on the right to request that their child is withdrawn from sex education

Foundation governors of maintained schools and trustees of academy trusts that include schools with a designated religious character will also have wider responsibilities in relation to maintaining and developing the religious ethos of their faith schools

Teaching about the law

62.   There will be a range of opinions regarding some topics within RSE. The starting principle should be that applicable law should be taught in a factual way so that pupils are clear about their rights and responsibilities as citizens.

63.   Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example those relating to:

- 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

Equality

64.   Schools are required to comply with relevant requirements of the Equality Act 2010, including the [Public sector equality duty (PSED)](#) (s.149), when teaching RSHE. [13]

65.   Schools must ensure topics in RSHE are taught in a way which does not discriminate against pupils or amount to harassment.

66.   Pupils should understand the importance of equality and respect and learn about the law relating to the protected characteristics by the end of their secondary education. The protected characteristics are age, disability, gender reassignment, sexual orientation, marriage or civil partnership, pregnancy and maternity, race, religion or belief, and sex.

Lesbian, Gay, Bisexual and Transgender content

67.   As above, pupils should understand the importance of equality and respect throughout their education. They should learn about all protected characteristics, including sexual orientation and gender reassignment, by the end of their secondary education.

68.   We strongly encourage primary schools to teach about healthy loving relationships, and to include same-sex parents along with other family arrangements when discussing families. At secondary school, there should be an equal opportunity to explore the features of stable and healthy same-sex relationships, and secondary schools should ensure that this content is integrated into RSHE programmes of study rather than delivered as a standalone unit or lesson. Schools should ensure that they cover all the facts about sexual health, including STIs, in a way that is relevant for all pupils, including those who are lesbian, gay, bisexual and/or gender questioning.

69.   Pupils should also be taught the facts and the law about biological sex and gender reassignment. This should recognise that people have legal rights by virtue of their biological sex which are different from the rights of those of the opposite sex with the protected characteristic of gender reassignment. Pupils should also be taught to recognise that people with the protected characteristic of gender reassignment, as with the other protected characteristics, have protection from discrimination and should be treated with respect and dignity.

70.   In teaching this, schools should be mindful that beyond the facts and the law about biological sex and gender reassignment there is significant debate, and they should be careful not to endorse any particular view or teach it as fact. For example, they should not teach as fact that all people have a gender identity. Schools should avoid language and

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[13] Equality Act provisions in relation to schools are in Part 6, Chapter 1. Independent schools that are not academies are not subject to the PSED.

activities which repeat or enforce gender stereotypes. Schools should be mindful to avoid any suggestion that social transition is a simple solution to feelings of distress or discomfort.

71.   Schools should encourage young people to consider how to express their views while remaining respectful of the opinions of others. Schools should be clear that bullying or disrespectful language or behaviour is never appropriate.

72.   Where schools decide to use external resources, they should avoid materials that use cartoons or diagrams that oversimplify this topic, that could be interpreted as being aimed at younger children, or that perpetuate stereotypes or encourage pupils to question their gender. Schools should consult parents on the content of external resources on this topic in advance and make all materials available to them on request as set out in the section on openness with parents.

Religion and belief, including teaching in schools with a religious character

73.   RSHE should be sensitive to the religious background of pupils, and schools must ensure they comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics.

74.   All schools may teach about faith perspectives on these topics. In particular, schools with a religious character may teach their distinctive faith perspective on relationships, and balanced debate may take place about issues that are contentious. For example, the school may wish to reflect on faith teachings about certain topics as well as how their faith institutions may support people in matters of relationships and sex. Schools should be clear when they are delivering content that reflects religious belief.

Pupils with special educational needs and disabilities (SEND)

75.   Teaching should be developed to ensure these subjects are accessible for pupils with SEND and prepare pupils for adulthood,[14] as set out in the SEND code of practice: 0 to 25 years. This applies to both mainstream and special schools.

76.   Schools should be aware that pupils with SEND may be more vulnerable than their peers to harmful sexual behaviour, sexual abuse, exploitation and violence, bullying and other issues. RSHE can be particularly important for these pupils, particularly those with social, emotional and mental health needs or learning disabilities.

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[14] "Preparing for adulthood" outcomes are set out at section 7.38 of the SEND code of practice: 0 to 25 years.

Addressing sexual harassment and sexual violence

77.   Relationships education has an important role in supporting young people to develop the skills they need to build healthy relationships and grow into kind and respectful adults. From early primary, schools can support young children to develop skills for positive relationships, including skills for navigating boundaries with kindness and respect. Schools can support young children to behave with respect and to understand and identify prejudice. Preventing sexual violence and abusive behaviour starts from this support for children in primary.

78.   Supporting young people to develop the skills they need to build healthy relationships should be part of a whole school approach and underpin schools' policies, including behaviour and safeguarding, to ensure that an ethos of kindness and respect is evident throughout the school.

79.   Pupils should understand that anyone can be a victim of sexual violence, regardless of sex, sexual orientation, gender reassignment or any other protected characteristic, and that the victim is never to blame. It is important to acknowledge that most sexual violence is committed against women and girls, and it often has a gendered component – for example, manifesting an inequality of power between men and women. However, anyone can be affected by sexual violence and teachers should avoid language which stigmatises boys or suggests that boys or men are always perpetrators or that girls or women are always victims.

80.   Both within and beyond the classroom, staff should be conscious of everyday sexism, misogyny, homophobia and stereotypes, and should take action to build a culture where prejudice is identified and tackled. Staff have an important role in modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes. Pupils should understand the importance of challenging harmful beliefs and attitudes and should understand the links between sexism and misogyny and violence against women and girls. Where misogynistic ideas are expressed at school, staff should challenge the ideas, rather than the person expressing them.

81.   Pupils should have opportunities to develop positive conceptions of masculinity and femininity, including how to identify and learn from positive male role models. It is important for pupils to understand that most boys and young men are respectful to girls and young women and each other. Pupils may be exposed to online content which normalises harmful or violent sexual behaviours, which might include sexist and misogynistic influencers who normalise sexual harassment and abuse. Young people may be more vulnerable to this content when they have low self-esteem, are being bullied, or have other challenges in their lives. Teachers should encourage pupils to consider how this content may be harmful to both men and women, while avoiding stigmatising or perpetuating harmful stereotypes about boys, and avoiding directly signposting to specific content and content producers.

82.   It is important for pupils to understand that ethical behaviour in friendships and other relationships goes beyond respecting boundaries and consent, and that strong relationships of all types involve kindness and care. RSE lessons should be clear that all sexual activity should involve kindness, care, attention to the needs and vulnerabilities of the other person and an awareness of the power dynamics that can exist within relationships.

83.   RSE lessons should ensure that both boys and girls have opportunities to practise respectful communication and understand experiences which are different from their own, including menstruation and menopause. However, in some cases, such as when a school identifies a specific need, the school may consider that separating classes by sex is the best way to create a safe space for discussion of a particular topic. This should be done in a way that avoids stigmatising boys or making girls feel like they will inevitably be victims of abusive behaviour or that it is their responsibility to protect themselves.

Safeguarding

84.   Discussions about sensitive topics in RSHE can lead to increased safeguarding reports. All staff should know what to do if they have concerns that a pupil is being neglected or abused, including those who have seen, heard or experienced the effects of domestic abuse.[15] The Department publishes statutory safeguarding guidance *Keeping children safe in education* (KCSIE); this guidance provides a strong safeguarding framework and is clear on the actions a school or college should take if there are any concerns about a child or young person's wellbeing and/or safety. Staff should also be aware of mandatory reporting duties, including relating to FGM, and that virginity testing and hymenoplasty became illegal in 2022. The Government is also introducing a new law which will create a legal requirement for anyone in regulated activity relating to children in England, including teachers, to report if they are made aware a child is being sexually abused. Where lessons are delivered by external agencies, schools must agree in advance of the session how a safeguarding concern would be dealt with by the external visitor.

85.   If staff have any concerns about a child's welfare, they should act on them immediately. Part 1 of KCSIE sets out the process staff should follow when they have concerns about a child. Staff should handle personal information with due care and know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the Designated Safeguarding Lead (or deputy). Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child. It is equally important that children understand how confidentiality will be handled in

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[15] Resources to help teachers and school staff identify the signs and indicators of child sexual abuse can be found here – Centre of expertise on child sexual abuse

a lesson and what might happen if they choose to make a report, about themselves or a peer. Pupils should also understand where they can report any concerns and seek help, including to external services if they do not feel comfortable talking to school staff.

86.   If staff have a concern about a risk of pupils experiencing or perpetrating harms, they should follow their own organisation's child protection policy and speak to the designated safeguarding lead (or a deputy). The designated safeguarding lead should have knowledge of trusted, high-quality local support that could be engaged, links to the police and other agencies and awareness of local issues which it may be appropriate to address in lessons.

Managing difficult questions

87.   Pupils may ask questions about topics which go beyond any sex education covered by the school or relate to sex education from which they have been withdrawn. The school's policy should explain how teachers will handle such questions, with an emphasis on supporting the child. This may include asking a pupil to speak to their parents or a trusted adult, signposting to support services where needed, and recognising that children whose questions go unanswered might instead turn to inappropriate sources of information, including online. Teachers may require support and training in handling questions that are better not dealt with in the classroom.

Annex A Regulations

Relationships education, Relationships and Sex Education, and Health education

The Relationships education, Relationships and Sex Education, and Health education (England) Regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017 and provide that pupils receiving primary education must be taught relationships education; pupils receiving secondary education must be taught RSE; and that all primary and secondary pupils must be taught health education. The subjects of relationships education and RSE must be taught in all maintained schools, academies and independent schools. This includes pupil referral units, maintained special schools, special academies, and non-maintained special schools. All schools, except independent schools, must make provision for health education.

To give effect to the duty in section 34 of the 2017 Act and the power in section 35 of that Act, the Relationships education, Relationships and Sex Education and Health education (England) Regulations 2019 amend existing provisions in the Education Act 1996 and the Education Act 2002 and insert new provisions into the Education (Pupil Referral Units) (Application of Enactments) (England) Regulations 2007, the Education (Independent School Standards) Regulations 2014 and the Non-Maintained Special Schools (England) Regulations 2015. The provisions include a requirement for the Secretary of State to publish guidance on relationships education, RSE, and health education; require schools to have regard to that guidance; require schools to make a statement of policy on their provision of relationships education and RSE; and set out the circumstances in which a pupil is to be withdrawn from RSE.

The regulations and guidance in relation to health education do not apply to independent schools – they will continue to make provision for the health education element of PSHE under the Education (Independent School Standards) Regulations 2014.

Annex B Government resources

Curriculum resources

The Department for Education page brings together all existing information available to schools on the teaching of the RSHE curriculum. This includes parent guides and guidance in engaging parents on Relationships education. Schools will also want to refer to Keeping children safe in education (statutory guidance).

- Schools may also wish to see a series of DfE sexual harassment webinars covering domestic abuse, pornography and sexual exploitation.

- Non-statutory framework for Citizenship KS 1 and 2 (Non-statutory programme of study). Schools may wish to draw on the statutory Citizenship programme of study for KS 3 and 4 in their planning.

- Oak National Academy, the independent provider of freely available online curriculum and lesson resources, are developing curriculum materials to make sure every school can access high-quality, compliant resources which will build on what is already available for schools.

- Example of a model RSHE curriculum produced in 2019 by the Catholic Education Service in conjunction with the Department for Education: the primary RSE Model Curriculum and secondary RSE Model Curriculum

Wider resources

These subjects support many cross-government strategies of which schools will want to be aware. Whilst we have not referenced all strategies or supporting documents, we have included some of the key areas below.

- The Working together to safeguarding children statutory guidance on multi-agency working to help, protect and promote the welfare of children.

- The Domestic Abuse Act 2021 statutory guidance which is intended to increase awareness and inform the response to domestic abuse, also conveying standards and promotes best practice.

- Statutory guidance on FGM, including the mandatory reporting duty which applies to teachers, health and social care professionals, and statutory guidance on forced marriage.

- The report Teaching Relationships Education to Prevent Sexual Abuse is a rapid evidence assessment of the academic and grey literature on teaching relationships education to prevent sexual abuse.

- [Centre of expertise on child sexual abuse](). Advice, research and resources to help professionals identify, respond and support children and young people who have experienced sexual abuse.

- [Crimestoppers Fearless](). Definitions, advice on how to spot the signs, and guidance to support young people affected by sexual harms, including child sexual abuse and harmful sexual behaviour.

- The [Virginity testing and hymenoplasty: multi-agency guidance]() offers advice for chief executives, directors, senior managers, frontline professionals within agencies and anyone else who may come in to contact with women and girls affected by virginity testing and hymenoplasty. It encourages agencies to cooperate and work together to protect and support those at risk of, or who have undergone, these procedures.

- [The Child Exploitation and Online Protection (CEOP)]() Education programme, part of the National Crime Agency, which aims to protect children and young people from the threat of online child sexual abuse. Their offer for professionals includes training, guidance and free educational resources that are aligned to the RSHE curriculum.

- The National Crime Agency in partnership with the PSHE association have developed lesson plans that explore the risks involved in committing cybercrime and help students to recognise and avoid the techniques used to manipulate young people online: [National Crime Agency: Exploring Cybercrime (pshe-association.org.uk)]().

- [Report Remove]() is a service designed for young people in the UK, under 18, to confidentially report and remove sexual images or videos of themselves from the internet. This initiative, a collaboration between Childline and the Internet Watch Foundation (IWF), offers a secure and anonymous way for minors to take control of their online presence and safety.

- The Youth Endowment Fund (YEF, the 'what works' centre for preventing violence) Education Practice Guidance outlines evidence-based recommendations on how to help prevent children's involvement in violence. [Education guidance | Youth Endowment Fund]() The YEF also produce an online toolkit that fund and evaluate interventions. The toolkit currently summarises 32 different approaches to violence prevention, highlighting impact on violent crime, evidence quality and cost. The YEF's Toolkit outlines 12 approaches to preventing violence among school-age children within Education and Children's Services [Youth Endowment Fund Toolkit]().

- The Children's Commissioner [Digital 5 A Day]() provides a simple framework that reflects the concerns of parents as well as children's behaviours and needs.

- Better Health (NHS) have produced a website for teachers which covers a broad range of health and relationships issues in a format which is accessible for young people, targeted at primary and secondary age pupils. This includes Every Mind Matters resources for lessons which are accredited by the NHS: *[School Zone | Campaigns | Campaign Resource Centre](). Additionally, ['Talk to Frank']() provides*

tailored, youth centred information about nicotine/vaping, alongside other substances. Home Office guidance and resources for teachers and school staff on responding to and preventing abuse in a school setting, as well as resources for teaching about sexual harassment and sexual abuse, including preventing violence against women and girls: Guidance and resources for teachers and school staff | ENOUGH

- Shore Space. An anonymous and confidential chat service and website for children and young people who are worried about their own or others' sexual thoughts, feelings or actions.

- The Drug Education suite of drug and alcohol education lesson materials incorporates the latest evidence, information and statistics, along with additional content on vaping, synthetic drugs and more.

- The National Centre For Smoking Cessation and Training (NCSCT) provides resources and practice guidance for healthcare professionals and teachers to support children and young people quit tobacco and/or vaping.

- The Teenage Pregnancy prevention framework provides evidence based guidance for local authorities, including the important role of RSE and links to local sexual health services. Additionally, the Fingertips tool offers a large public health data collection where information on teenage pregnancies can be found. The Department of Health and Social Care's Framework for Sexual Health Improvement in England supports the prevention of early, unplanned pregnancy.

- Reproductive health - a public health issue (PHE. 2018) A consensus statement, data and women's experiences, covering reproductive health through the life course, from menstruation to menopause. (PHE. 2018)

- Period product scheme for schools and colleges - GOV.UK

- Physical activity guidelines (Guidance from the Chief Medical Office) on how much physical activity people should be doing, along with supporting documents.

- The Eatwell Guide is a policy tool used to define government recommendations on eating healthily and achieving a balanced diet.

- The Children's health: migrant health guide contains advice and guidance on the health needs of migrant patients for healthcare practitioners.

- The Children's Oral Health elearning programme provides information and advice about children's oral health. It is aimed at parents, expectant mothers, early years healthcare workers, teachers, nurses, GPs and the public.

- The Commissioning and delivering supervised toothbrushing schemes in early years and school settings - GOV.UK guidance and toolkit has been updated to support commissioners and providers of local supervised toothbrushing schemes to ensure activities are evidence-informed, safe and have clear accountability and reporting arrangements to demonstrate impact.

- [The Yellow Card Scheme](#) – self-care and the importance of reporting suspected side effects to medicines. A fully tested and evidence-based [guide for pupils and teachers](#) on the potential risks of medicines and healthcare products, including side effects, problems with medical devices, blood products, e-cigarettes, and vapes, and what to do about them.

- NHS Blood and Transplant curriculum resources on blood, organ and stem cell donation: [Educational resources - NHS Blood and Transplant](#)

- Briefing for primary schools on the [Flu vaccination programme in schools - GOV.UK](#)

- Briefing for secondary schools on the [Adolescent vaccination programme in secondary schools for 2024 to 2025 - GOV.UK](#)

- The UKHSA e-bug resources cover a broader health education programme that includes vaccination and developed materials from early years to Key stage 3. These can be found here: [e-bug home](#)

- The Government response to the [consultation on the structure, distribution and governance of the statutory levy on gambling operators - GOV.UK](#)

- [The Gambling Levy Regulations 2025 – GOV.UK](#)

- Educational resources to help young people stay safe around the railways can be found here: [Safety education - Network Rail](#)

Data to understand the health and wellbeing needs of the local school-age population

- The Office for Health Improvement and Disparities (OHID) through its [Fingertips tool](#) offers a large public health data collection. Data is organised into themed profiles including a [child and maternal health profile.](#) The indicators included in the profile allow areas to see how they perform against the national average and against other local areas. These tools, accompanied by local health intelligence, can be used by schools to identify and respond to the particular health and wellbeing needs of their local school-age population.

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PROGRAMME OF STUDY FOR PSHE EDUCATION

KEY STAGES 1–5

PSHE
Association

The national body for Personal, Social, Health and Economic (PSHE) education

The PSHE Association is the national body for personal, social, health and economic (PSHE) education — the school curriculum subject that supports pupils to be healthy, safe and prepared for modern life. PSHE education incorporates health education, relationships education/RSE and economic wellbeing and careers.

A charity and membership organisation, the Association works to improve PSHE education standards by supporting a national community of teachers and schools with resources, training and advice.

Find out more and become a member at www.pshe-association.org.uk

CONTENTS

INTRODUCTION

Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. When taught well, PSHE education also helps pupils to achieve their academic potential.

Most of PSHE education becomes statutory for all schools from September 2020 under the Children and Social Work Act 2017. This includes Relationships Education at key stages 1 and 2, Relationships and Sex Education (RSE) at key stages 3 and 4, and Health Education in both primary and secondary phases.

The Department for Education published Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education in June 2019. This sets out what schools *must* cover from September 2020 (though not all they *should* cover as part of broader PSHE education).

This updated edition of the PSHE Association Programme of Study for PSHE education will support schools to provide a comprehensive programme that integrates, but is not limited to, this statutory content. A broader PSHE programme should also cover economic wellbeing, careers and enterprise education, as well as education for personal safety, including assessing and managing risk.

This Programme of Study sets out learning opportunities for key stage 1 to 5, based on three core themes:

CORE THEME 1: **HEALTH AND WELLBEING**

CORE THEME 2: **RELATIONSHIPS**

CORE THEME 3: **LIVING IN THE WIDER WORLD**

COVERING THE STATUTORY CONTENT

The statutory guidance is comprehensively covered by learning opportunities across all three core themes. Even though much of 'Living in the wider world' is not included in statutory requirements, the theme as a whole remains vitally important for pupils' personal development and economic wellbeing, as well as in supporting schools to meet the Gatsby Benchmarks for careers education as part of the DfE Careers Strategy.

The final section of the Programme of Study sets out the content grids from the Statutory Guidance for Relationships Education, RSE and Health Education, mapped to the Programme of Study, clearly identifying the Programme of Study learning opportunities that address each bullet point from the statutory guidance.

We are committed to raising the standard of PSHE education nationally, so this Programme of Study is freely available to all. In order to access our new Programme Builders, which break down learning by year group into half-term blocks, and a wide range of additional support and professional development opportunities, we encourage all schools to become members of the PSHE Association.

USING THE PROGRAMME OF STUDY

The Programme of Study sets out learning opportunities for each key stage, in each core theme, organised under subheadings. These learning opportunities should be used flexibly to plan your programme according to pupils' development, readiness and needs, and taking into account prior learning, experience and understanding.

Learning from one area may be related and relevant to others. Whilst this framework distinguishes three separate core themes, there will be extensive overlap, so when planning schemes of work, schools may draw from more than one theme. For example, Relationships and Sex Education (RSE) falls within both 'Health and Wellbeing' and 'Relationships', as sexual health should always be considered as an element of health education but also taught within the context of healthy relationships. Similarly, whilst they are specifically addressed where appropriate, assessing and managing risk and managing life online are integrated throughout all three core themes.

PSHE education addresses both pupils' current experiences and preparation for their future. The Programme of Study therefore provides a spiral curriculum to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended year on year. This is grounded in the established evidence base for effective practice in PSHE education. More on this and other relevant research can be found in the evidence and research section of the PSHE Association website.

The Programme of Study identifies a broad range of important issues, but it is essential to prioritise quality over quantity (so that PSHE lessons are not simply a series of one-off, disconnected sessions) whilst ensuring that your programme reflects the universal needs of all children and young people, as

well as the specific needs of the pupils in your school or community. When planning and ordering topic areas for your pupils, it is therefore important to start with identifying their needs. Examples of useful data sources include Public Health England Child and Maternal Health (CHIMAT) data sets, your local authority's joint strategic needs assessment (JSNA) and your own knowledge of your pupils' needs. It is important that pupils recognise their PSHE education as relevant and applicable across many important areas of their lives.

Unlike many other subjects, much of the specific knowledge taught in PSHE education changes regularly, for example as a result of legal changes, medical or technological advances. It is therefore important to ensure that all information used to develop pupils' knowledge on any aspect of PSHE education is up to date, accurate, unbiased and balanced.

A NOTE ABOUT THE LEARNING OPPORTUNITIES

Many of the learning opportunities, particularly in key stages 3 and 4, refer to 'managing' or 'responding to' challenging situations. By these terms we mean a variety of strategies which, depending on the context, might include: being able to identify risks or warning signs; resisting internal or external pressures; making informed decisions; exit strategies for unsafe situations; and knowing whom, how and when to ask for help, including reporting concerns. The terms 'managing' and 'responding to' in learning opportunities, should not be interpreted as suggesting that children and young people are responsible for the risks they encounter. Therefore, whilst teachers should endeavour to equip pupils with the knowledge and skills to help keep themselves and others safe, language and activities should never imply that blame or responsibility rests with anyone who has experienced, or is at risk of experiencing, harm.

PSHE ASSOCIATION PROGRAMME BUILDERS

We have also published Programme Builders to accompany this Programme of Study, to support you in planning schemes of work tailored to your pupils. The Programme Builders provide five model programmes (two for primary, two for secondary and one for middle/prep schools), each comprising:

- **a long-term plan** for the year across all year groups

- **separate grids** for each year group, setting out learning objectives for each half-term

- **links to resources** (both PSHE Association resources and resources carrying the Association's Quality Mark) that support each module

PSHE ASSOCIATION PLANNING FRAMEWORK FOR PUPILS WITH SEND

Also see our updated edition of the Planning Framework for pupils with SEND to accompany the PSHE Association Programme of Study for PSHE education, to support those of you working with SEND pupils in both special and mainstream settings.

The Planning Framework is organised into six sections:

- Self-Awareness

- Self-care, Support and Safety

- Managing Feelings

- Changing and Growing

- Healthy Lifestyles

- The World I live in

and is fully aligned with the Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education from the Department for Education (DfE).

ASSESSMENT

There are many reasons why it is important that learning in PSHE education is assessed, including:

- Pupils need opportunities to reflect on their learning and its implications for their lives.

- Teachers need to know that learning has taken place, be able to demonstrate progress and identify future learning needs.

- Assessment increases pupils' motivation and improves learning, as their raised awareness of their progress illustrates the value of this learning.

- Assessment allows the leadership team, parents, governors and school inspectors to see PSHE education's impact on pupils and whole school outcomes, such as Ofsted judgements on personal development, safeguarding, spiritual, moral, social and cultural (SMSC) development and the promotion of fundamental British values. Without assessment, all a school can do is describe its PSHE provision, not show its impact.

- The DfE also states in the statutory guidance for Relationships, Sex and Health education that "schools should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas" — therefore assessment for and of learning should be central to any PSHE education provision.

*For further guidance on assessment for, and of, learning in PSHE, see the PSHE Association's guides to assessment in PSHE education**.**

KEY STAGE 1-2

During key stages 1 and 2, PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness, as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

KS1 Learning opportunities in Health and Wellbeing	**KS2** Learning opportunities in Health and Wellbeing
Pupils learn...	*Pupils learn...*

Healthy lifestyles (physical wellbeing)

KS1	KS2
H1. about what keeping healthy means; different ways to keep healthy	**H1.** how to make informed decisions about health
H2. about foods that support good health and the risks of eating too much sugar	**H2.** about the elements of a balanced, healthy lifestyle
H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday	**H3.** about choices that support a healthy lifestyle, and recognise what might influence these
H4. about why sleep is important and different ways to rest and relax	**H4.** how to recognise that habits can have both positive and negative effects on a healthy lifestyle
H5. simple hygiene routines that can stop germs from spreading	**H5.** about what good physical health means; how to recognise early signs of physical illness
H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy	**H6.** about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.
H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health	**H7.** how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle
H8. how to keep safe in the sun and protect skin from sun damage	
H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV	**H8.** about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn
H10. about the people who help us to stay physically healthy	**H9.** that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it
	H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed

H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)

H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer

H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online

H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health

Mental health

H11. about different feelings that humans can experience

H12. how to recognise and name different feelings

H13. how feelings can affect people's bodies and how they behave

H14. how to recognise what others might be feeling

H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things

H16. about ways of sharing feelings; a range of words to describe feelings

H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)

H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good

H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it

H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better

H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health

H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing

H17. to recognise that feelings can change over time and range in intensity

H18. about everyday things that affect feelings and the importance of expressing feelings

H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;

H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations

H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others

H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult

H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement

H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools

Ourselves, growing and changing

H21. to recognise what makes them special

H22. to recognise the ways in which we are all unique

H23. to identify what they are good at, what they like and dislike

H24. how to manage when finding things difficult

H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)

H26. about growing and changing from young to old and how people's needs change

H27. about preparing to move to a new class/year group

H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)

H26. that for some people gender identity does not correspond with their biological sex

H27. to recognise their individuality and personal qualities

H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth

H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking

H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction

H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)

H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene

	H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for[1]
	H34. about where to get more information, help and advice about growing and changing, especially about puberty
	H35. about the new opportunities and responsibilities that increasing independence may bring
	H36. strategies to manage transitions between classes and key stages

<table>
<tr><td colspan="2" align="center">Keeping safe</td></tr>
<tr><td>

H28. about rules and age restrictions that keep us safe

H29. to recognise risk in simple everyday situations and what action to take to minimise harm

H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)

H31. that household products (including medicines) can be harmful if not used correctly

H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely

H33. about the people whose job it is to help keep us safe

H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them

H35. about what to do if there is an accident and someone is hurt

H36. how to get help in an emergency (how to dial 999 and what to say)

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H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming

H38. how to predict, assess and manage risk in different situations

H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe

H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)

H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about

H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact

H43. about what is meant by first aid; basic techniques for dealing with common injuries[2]

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[1] Pupils are often aware that sexual intercourse does not always result in a baby and they may already be aware of or have heard about some common methods of contraception (e.g. condoms, the contraceptive pill or avoiding sexual intercourse). A basic understanding of contraception can be taught at primary level. This may include basic information about common forms of contraception (for example, condoms and the contraceptive pill) and how these can prevent a baby being made. Schools will need to decide whether this is appropriate for their community and cohorts and consider how to approach this as part of Sex Education.

	H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say
	H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk[3]

<div align="center">Drugs, alcohol and tobacco</div>

H37. about things that people can put into their body or on their skin; how these can affect how people feel	**H46.** about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break
	H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others
	H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);
	H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping
	H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns

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[2] Common injuries might include bruises, scalds, burns, bleeds (cuts or nose bleeds). Schools might also choose to teach about how to manage asthma attacks, allergic reactions, a person who is choking or unresponsive. For head injuries, pupils should be taught to seek adult help immediately but not to attempt to move the person.

[3] Teaching about FGM could be included in units on health, keeping safe, safe relationships, privacy, body parts (including external genitalia).

CORE THEME 2: RELATIONSHIPS

KS1 Learning opportunities in Relationships *Pupils learn...*	**KS2** Learning opportunities in Relationships *Pupils learn...*
Families and close positive relationships	
R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives	**R1.** to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)
R2. to identify the people who love and care for them and what they do to help them feel cared for	**R2.** that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different
R3. about different types of families including those that may be different to their own	**R3.** about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong
R4. to identify common features of family life	**R4.** that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others
R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried	**R5.** that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart
	R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another
	R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability
	R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty
	R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice

Friendships

R6. about how people make friends and what makes a good friendship

R7. about how to recognise when they or someone else feels lonely and what to do

R8. simple strategies to resolve arguments between friends positively

R9. how to ask for help if a friendship is making them feel unhappy

R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing

R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships

R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face

R13. the importance of seeking support if feeling lonely or excluded

R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them

R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others

R16. how friendships can change over time, about making new friends and the benefits of having different types of friends

R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely

R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary

Managing hurtful behaviour and bullying

R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online

R11. about how people may feel if they experience hurtful behaviour or bullying

R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult

R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour

R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support

R21. about discrimination: what it means and how to challenge it

Safe relationships

R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private

R14. that sometimes people may behave differently online, including by pretending to be someone they are not

R15. how to respond safely to adults they don't know

R16. about how to respond if physical contact makes them feel uncomfortable or unsafe

R17. about knowing there are situations when they should ask for permission and also when their permission should be sought

R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)

R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe

R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard

R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);

R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns

R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know

R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact

R26. about seeking and giving permission (consent) in different situations

R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret

R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this

R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)

Respecting self and others

R21. about what is kind and unkind behaviour, and how this can affect others

R22. about how to treat themselves and others with respect; how to be polite and courteous

R23. to recognise the ways in which they are the same and different to others

R24. how to listen to other people and play and work cooperatively

R25. how to talk about and share their opinions on things that matter to them

R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online

R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships

R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background

R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own

R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with

CORE THEME 3: LIVING IN THE WIDER WORLD

KS1 Learning opportunities in Living in the Wider World *Pupils learn…*	**KS2** Learning opportunities in Living in the Wider World *Pupils learn…*
Shared responsibilities	
L1. about what rules are, why they are needed, and why different rules are needed for different situations	**L1.** to recognise reasons for rules and laws; consequences of not adhering to rules and laws
L2. how people and other living things have different needs; about the responsibilities of caring for them	**L2.** to recognise there are human rights, that are there to protect everyone
L3. about things they can do to help look after their environment	**L3.** about the relationship between rights and responsibilities
	L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others
	L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)
Communities	
L4. about the different groups they belong to	**L6.** about the different groups that make up their community; what living in a community means
L5. about the different roles and responsibilities people have in their community	**L7.** to value the different contributions that people and groups make to the community
L6. to recognise the ways they are the same as, and different to, other people	**L8.** about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities
	L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes
	L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced

Media literacy & digital resilience

L7. about how the internet and digital devices can be used safely to find things out and to communicate with others

L8. about the role of the internet in everyday life

L9. that not all information seen online is true

L11. recognise ways in which the internet and social media can be used both positively and negatively

L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results

L13. about some of the different ways information and data is shared and used online, including for commercial purposes

L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information

L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images

L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation

Economic wellbeing: Money

L10. what money is; forms that money comes in; that money comes from different sources

L11. that people make different choices about how to save and spend money

L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want

L13. that money needs to be looked after; different ways of doing this

L17. about the different ways to pay for things and the choices people have about this

L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'

L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)

L20. to recognise that people make spending decisions based on priorities, needs and wants

L21. different ways to keep track of money

L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe

	L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations
	L24. to identify the ways that money can impact on people's feelings and emotions

<div align="center">Economic wellbeing: Aspirations, work and career</div>

L14. that everyone has different strengths	**L25.** to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes
L15. that jobs help people to earn money to pay for things	
L16. different jobs that people they know or people who work in the community do	**L26.** that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life
L17. about some of the strengths and interests someone might need to do different jobs	**L27.** about stereotypes in the workplace and that a person's career aspirations should not be limited by them
	L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)
	L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid
	L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation
	L31. to identify the kind of job that they might like to do when they are older
	L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)

KEY STAGE 3-4

At **key stage 3**, students build on the knowledge and understanding, skills, attributes and values they have acquired and developed during the primary phase. PSHE education acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Students learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media.

At **key stage 4**, students deepen knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during key stage 3. PSHE education reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

*Relationships and Sex Education (RSE) falls within both 'Health and Wellbeing' and 'Relationships', as sexual health should always be considered as an element of health education but also taught within the context of healthy relationships.

CORE THEME 1: HEALTH AND WELLBEING

KS3 Learning opportunities in Health and Wellbeing	KS4 Learning opportunities in Health and Wellbeing
Students learn…	*Students learn…*

Self-concept

H1. how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing	**H1.** to accurately assess their areas of strength and development, and where appropriate, act upon feedback
H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)	**H2.** how self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this
H3. the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health	**H3.** how different media portray idealised and artificial body shapes; how this influences body satisfaction and body image and how to critically appraise what they see and manage feelings about this
H4. simple strategies to help build resilience to negative opinions, judgements and comments	**H4.** strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing
H5. to recognise and manage internal and external influences on decisions which affect health and wellbeing	

Mental health and emotional wellbeing

H6. how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary	**H5.** the characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people's mental health
H7. the characteristics of mental and emotional health and strategies for managing these	**H6.** about change and its impact on mental health and wellbeing and to recognise the need for emotional support during life changes and/or difficult experiences
H8. the link between language and mental health stigma and develop strategies to challenge stigma and misconceptions associated with help-seeking and mental health concerns	**H7.** a broad range of strategies — cognitive and practical — for promoting their own emotional wellbeing, for avoiding negative thinking and for ways of managing mental health concerns
H9. strategies to understand and build resilience, as well as how to respond to disappointments and setbacks	**H8.** to recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help or treatment is available
H10. a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support	

H11. the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help for themselves or others as soon as possible *[NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).]*

H12. how to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need

H9. the importance of and ways to pre-empt common triggers and respond to warning signs of unhealthy coping strategies, such as self-harm and eating disorders in themselves and others *[NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).]*

H10. how to recognise when they or others need help with their mental health and wellbeing; to explore and analyse ethical issues when peers need help; strategies and skills to provide basic support and identify and access the most appropriate sources of help

Healthy lifestyles	Health-related decisions

H13. the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities

H14. the benefits of physical activity and exercise for physical and mental health and wellbeing

H15. the importance of sleep and strategies to maintain good quality sleep

H16. to recognise and manage what influences their choices about physical activity

H17. the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices

H18. what might influence decisions about eating a balanced diet and strategies to manage eating choices

H19. the importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination (especially testicular self-examination in late KS3); the purpose of vaccinations offered during adolescence for individuals and society.

H11. to make informed lifestyle choices regarding sleep, diet and exercise

H12. the benefits of having a balanced approach to spending time online

H13. to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical and mental health

H14. about the health services available to people; strategies to become a confident user of the NHS and other health services; to overcome potential concerns or barriers to seeking help

H15. the purpose of blood, organ and stem cell donation for individuals and society[1]

H16. how to take increased personal responsibility for maintaining and monitoring health including cancer prevention, screening and self-examination

H17. to assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings and the use of sunbeds

H18. the ways in which industries and advertising can influence health and harmful behaviours

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1   Liaise with the science department regarding the teaching of the science of blood, organ and stem cell donation

H20. strategies for maintaining personal hygiene, including oral health, and prevention of infection

H21. how to access health services when appropriate

H22. the risks and facts associated with female genital mutilation (FGM), its status as a criminal act and strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM

Drugs, alcohol and tobacco

H23. the positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics	**H19.** the consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities
H24. to evaluate misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use	**H20.** wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle
H25. strategies to manage a range of influences on drug, alcohol and tobacco use, including peers	
H26. information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use	**H21.** to identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking cessation
H27. the personal and social risks and consequences of substance use and misuse including occasional use	
H28. the law relating to the supply, use and misuse of legal and illegal substances	
H29. about the concepts of dependence and addiction including awareness of help to overcome addictions	

Managing risk and personal safety

H30. how to identify risk and manage personal safety in increasingly independent situations, including online	**H22.** ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online
H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety	**H23.** strategies for identifying risky and emergency situations, including online; ways to manage these and get appropriate help, including where there may be legal consequences (e.g. drugs and alcohol, violent crime and gangs)

H32. the risks associated with gambling and recognise that chance-based transactions can carry similar risks; strategies for managing peer and other influences relating to gambling	**H24.** to increase confidence in performing emergency first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators
H33. how to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators	**H25.** to understand and build resilience to thinking errors associated with gambling (e.g. 'gambler's fallacy') the range of gambling-related harms , and how to access support for themselves or others
Puberty and sexual health	Sexual health and fertility
H34. strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing	**H26.** the different types of intimacy — including online — and their potential emotional and physical consequences (both positive and negative)
	H27. about specific STIs, their treatment and how to reduce the risk of transmission
	H28. how to respond if someone has, or may have, an STI (including ways to access sexual health services)
H35. about the purpose, importance and different forms of contraception; how and where to access contraception and advice (see also Relationships)	**H29.** to overcome barriers, (including embarrassment and misconceptions) about sexual health and the use of sexual health services
	H30. about healthy pregnancy and how lifestyle choices affect a developing foetus
	H31. that fertility can vary in all people, changes over time (including menopause) and can be affected by STIs and other lifestyle factors
	H32. about the possibility of miscarriage and support available to people who are not able to conceive or maintain a pregnancy
H36. that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs)	**H33.** about choices and support available in the event of an unplanned pregnancy, and how to access appropriate help and advice

CORE THEME 2: RELATIONSHIPS

KS3 Learning opportunities in Relationships and Sex Education *Students learn…*	**KS4** Learning opportunities in Relationships and Sex Education *Students learn…*
Positive relationships	
R1. about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them	**R1.** the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality
R2. indicators of positive, healthy relationships and unhealthy relationships, including online	**R2.** the role of pleasure in intimate relationships, including orgasms
R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation	**R3.** to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary
R4. the difference between biological sex, gender identity and sexual orientation	**R4.** the importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships
R5. to recognise that sexual attraction and sexuality are diverse	**R5.** the legal rights, responsibilities and protections provided by the Equality Act 2010
R6. that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion	**R6.** about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them
R7. how the media portrays relationships and the potential impact of this on people's expectations of relationships	**R7.** strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed
R8. that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex	**R8.** to understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours
Relationship values	
R9. to clarify and develop personal values in friendships, love and sexual relationships	**R9.** to recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours
R10. the importance of trust in relationships and the behaviours that can undermine or build trust	**R10.** to understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values
R11. to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships	

R12. that everyone has the choice to delay sex, or to enjoy intimacy without sex

Forming and maintaining respectful relationships

R13. how to safely and responsibly form, maintain and manage positive relationships, including online

R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)

R15. to further develop and rehearse the skills of team working

R16. to further develop the skills of active listening, clear communication, negotiation and compromise

R17. strategies to identify and reduce risk from people online that they do not already know; when and how to access help

R18. to manage the strong feelings that relationships can cause (including sexual attraction)

R19. to develop conflict management skills and strategies to reconcile after disagreements

R20. to manage the influence of drugs and alcohol on decision-making within relationships and social situations

R21. how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships

R22. the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support

R23. the services available to support healthy relationships and manage unhealthy relationships, and how to access them

R11. strategies to manage the strong emotions associated with the different stages of relationships

R12. to safely and responsibly manage changes in personal relationships including the ending of relationships

R13. ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them

R14. the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks

R15. the legal and ethical responsibilities people have in relation to online aspects of relationships

R16. to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help

R17. ways to access information and support for relationships including those experiencing difficulties

Consent

R24. that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances

R18. about the concept of consent in maturing relationships

R25. about the law relating to sexual consent

R26. how to seek, give, not give and withdraw consent (in all contexts, including online)

R27. that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected

R28. to gauge readiness for sexual intimacy

R29. the impact of sharing sexual images of others without consent

R30. how to manage any request or pressure to share an image of themselves or others, and how to get help

R31. that intimate relationships should be pleasurable

R19. about the impact of attitudes towards sexual assault and to challenge victim-blaming, including when abuse occurs online

R20. to recognise the impact of drugs and alcohol on choices and sexual behaviour

R21. the skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple

R22. to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences

Contraception and parenthood

R32. the communication and negotiation skills necessary for contraceptive use in healthy relationships (see also 'Health')

R33. the risks related to unprotected sex

R34. the consequences of unintended pregnancy, sources of support and the options available

R35. the roles and responsibilities of parents, carers and children in families

R36. the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children

R23. how to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner

R24. the physical and emotional responses people may have to unintended pregnancy; the different options available; whom to talk to for accurate, impartial advice and support

R25. the importance of parenting skills and qualities for family life, the implications of young parenthood and services that offer support for new parents and families

R26. the reasons why people choose to adopt/foster children

R27. about the current legal position on abortion and the range of beliefs and opinions about it

Bullying, abuse and discrimination

R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others

R28. to recognise when others are using manipulation, persuasion or coercion and how to respond

R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied	**R29.** the law relating to abuse in relationships, including coercive control and online harassment
R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships	**R30.** to recognise when a relationship is abusive and strategies to manage this
R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice	**R31.** the skills and strategies to respond to exploitation, bullying, harassment and control in relationships
	R32. about the challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so; sources of appropriate advice and support, and how to access them
R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online	**R33.** The law relating to 'honour'-based violence and forced marriage; the consequences for individuals and wider society and ways to access support
	R34. strategies to challenge all forms of prejudice and discrimination

Social influences

R42. to recognise peer influence and to develop strategies for managing it, including online	**R35.** to evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs
R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support	**R36.** skills to support younger peers when in positions of influence
R44. that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this	**R37.** to recognise situations where they are being adversely influenced, or are at risk, due to being part of a particular group or gang; strategies to access appropriate help
R45. about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours	**R38.** factors which contribute to young people becoming involved in serious organised crime, including cybercrime
R46. strategies to manage pressure to join a gang, exit strategies and how to access appropriate support	
R47. motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon	

CORE THEME 3: LIVING IN THE WIDER WORLD

KS3 Learning opportunities in Living in the Wider World *Students learn...*	**KS4** Learning opportunities in Living in the Wider World *Students learn...*
Learning skills	
L1. study, organisational, research and presentation skills	**L1.** to evaluate and further develop their study and employability skills
L2. to review their strengths, interests, skills, qualities and values and how to develop them	**L2.** to evaluate their own personal strengths and areas for development and use this to inform goal setting
L3. to set realistic yet ambitious targets and goals	
L4. the skills and attributes that employers value	
L5. the skills and qualities required to engage in enterprise	**L3.** how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability
L6. the importance and benefits of being a lifelong learner	
Choices and pathways	
L7. about the options available to them at the end of key stage 3, sources of information, advice and support, and the skills to manage this decision-making process	**L4.** about the range of opportunities available to them for career progression, including in education, training and employment
L8. about routes into work, training and other vocational and academic opportunities, and progression routes	**L5.** about the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities
L9. the benefits of setting ambitious goals and being open to opportunities in all aspects of life	
L10. to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations	**L6.** about the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities
Work and career	
L11. different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work	**L7.** about the labour market, local, national and international employment opportunities
L12. about different work roles and career pathways, including clarifying their own early aspirations	**L8.** about employment sectors and types, and changing patterns of employment

	L9. to research, secure and take full advantage of any opportunities for work experience that are available
	L10. to develop their career identity, including values in relation to work, and how to maximise their chances when applying for education or employment opportunities
	L11. the benefits and challenges of cultivating career opportunities online
	L12. strategies to manage their online presence and its impact on career opportunities

Employment rights and responsibilities

L13. about young people's employment rights and responsibilities	**L13.** the skills and attributes to manage rights and responsibilities at work including health and safety procedures
	L14. about confidentiality in the workplace, when it should be kept and when it might need to be broken
L14. to manage emotions in relation to future employment	**L15.** about the unacceptability and illegality of discrimination and harassment in the workplace, and how to challenge it

Financial choices

L15. to assess and manage risk in relation to financial decisions that young people might make	**L16.** how to effectively budget, including the benefits of saving
	L17. how to effectively make financial decisions, including recognising the opportunities and challenges involved in taking financial risks
L16. about values and attitudes relating to finance, including debt	**L18.** to recognise and manage the range of influences on their financial decisions
L17. to manage emotions in relation to money	**L19.** to access appropriate support for financial decision-making and for concerns relating to money, gambling, and consumer rights
L18. to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions	**L20.** the skills to challenge or seek support for financial exploitation in different contexts including online
L19. to recognise financial exploitation in different contexts e.g. drug and money mules, online scams	**L21.** to evaluate the financial advantages, disadvantages and risks of different models of contractual terms, including self-employment full-time, part-time and zero-hours contracts

L20. that features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity

L21. to establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media

L22. the benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues

L23. to recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views

L24. to understand how the way people present themselves online can have positive and negative impacts on them

L25. to make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them

L26. that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours

L27. to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms

L22. that there are positive and safe ways to create and share content online and the opportunities this offers

L23. strategies for protecting and enhancing their personal and professional reputation online

L24. that social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints; to recognise why and how this may influence opinions and perceptions of people and events

L25. how personal data is generated, collected and shared, including by individuals, and the consequences of this

L26. how data may be used with the aim of influencing decisions, including targeted advertising and other forms of personalisation online; strategies to manage this

L27. strategies to critically assess bias, reliability and accuracy in digital content

L28. to assess the causes and personal consequences of extremism and intolerance in all their forms

L29. to recognise the shared responsibility to challenge extreme viewpoints that incite violence or hate and ways to respond to anything that causes anxiety or concern

KEY STAGE 5

By the end of key stage 5, many young people will leave home for the first time and live independently, possibly in distant locations. There is a balance throughout this Programme of Study between preparing students to manage their current lives and laying the foundations for managing future experiences. As students progress through the key stages, this balance shifts towards teaching related to young people's current experiences. It is essential to provide a comprehensive PSHE education programme in key stage 5; this ensures students continue to learn about issues with real-life relevance to them, at a crucial transition point in their lives.

The learning opportunities at key stage 5 assume that students have already covered those in key stage 4. However, students entering key stage 5 from different feeder schools may bring a range of experience and understanding, so it may be appropriate to also draw on learning opportunities in key stage 4 when planning your curriculum. It is important to revisit and reinforce earlier learning through learning that 'connects' it to contexts that are relevant to this age group, such as the workplace.

This key stage represents the last opportunity to ensure that students have the knowledge and understanding, skills, strategies and attributes they need for independent living and the next stage in their education or career.

CORE THEME 1: HEALTH AND WELLBEING

Self-concept

H1. skills and strategies to confidently manage transitional life phases

H2. to recognise how idealised images of bodies and pressure to conform, can adversely affect body image and self-esteem; strategies to manage this pressure

H3. to understand the issues and considerations relating to body enhancement or alteration, including long-term consequences

Mental health and emotional wellbeing

H4. to recognise signs of change in mental health and wellbeing and demonstrate a range of strategies for building and maintaining positive mental health, including managing stress and anxiety

H5. to recognise common mental health issues such as anxiety, depression, eating disorders, self-harm and compulsive behaviours *[NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for students who are more vulnerable (e.g. personal accounts of weight change).]*

H6. to recognise when they, or others, need support with their mental health and effective strategies to address difficulties and promote wellbeing

H7. to analyse and evaluate support available to manage common mental health issues, and how to access the most appropriate support

Healthy lifestyles

H8. to take responsibility for monitoring personal health and wellbeing, including sun safety, breast awareness and self-examination, testicular self-examination and cervical screening

H9. to consistently access reliable sources of information and evaluate media messages about health; and how to make informed decisions about health, including vaccination/immunisation'

H10. how to register with and access health services in new locations

H11. to recognise illnesses that particularly affect young adults, such as meningitis and 'freshers' flu'

H12. how to maintain a healthy diet, especially on a budget

H13. how to maintain work-life balance, including understanding the importance of continuing with regular exercise and sleep, and balancing time online

H14. to assess and manage risk and personal safety in a wide range of contexts, including online; about support in place to safeguard them in these contexts and how to access it

H15. to manage personal safety in relation to travel, such as cycle safety, young driver safety, passenger safety, using licensed taxis and getting home safely

H16. to travel safely around the UK and abroad; understand legal rights and responsibilities when travelling abroad, including passport, visa and insurance requirements

H17. to perform first aid and evaluate when to summon emergency services, irrespective of any potential legal implications, for example, when the situation involves alcohol, drugs, gangs or violent crime

Sexual health

H18. to develop a nuanced understanding of how to select appropriate contraception in different contexts and relationships

H19. how to reduce the risk of contracting or passing on a sexually transmitted infection (STI)

H20. how to take responsibility for their sexual health and know where, and how, to access local and national advice, diagnosis and treatment

Drugs, Alcohol and Tobacco

H21. to manage alcohol and drug use in relation to immediate and long-term health

H22. to understand how alcohol and drug use can affect decision making and personal safety, including looking out for friends, safe travel and drink-spiking

H23. the impact of alcohol and drug use on road safety, work-place safety, reputation and career

H24. the risks of being a passenger with an intoxicated driver and ways to manage this

CORE THEME 2: RELATIONSHIPS

Relationship values

R1. how to articulate their relationship values and to apply them in different types of relationships

R2. to recognise and challenge prejudice and discrimination and understand rights and responsibilities with regard to inclusion

R3. to recognise, respect and, if appropriate, challenge the ways different faith or cultural views influence relationships

Forming and maintaining respectful relationships

R4. to manage mature friendships, including making friends in new places

R5. to manage personal safety in new relationships, including online activity or when meeting someone for the first time whom they met online

R6. to develop and maintain healthy, pleasurable relationships and explore different levels of emotional intimacy

R7. to evaluate different degrees of emotional intimacy in relationships, the role of pleasure, how they understand the difference between 'love' and 'lust'

R8. to use constructive dialogue to support relationships and negotiate difficulties

R9. to manage the ending of relationships safely and respectfully, including online

R10. to recognise the opportunities to build meaningful relationships in the workplace and the boundaries around professional relationships

Consent

R11. to understand the moral and legal responsibilities that someone seeking consent has, and the importance of respecting and protecting people's right to give, not give, or withdraw their consent (in all contexts, including online)

R12. to understand the emotional, physical, social and legal consequences of failing to respect others' right not to give or to withdraw consent

R13. how to recognise, and seek help in the case of, sexual abuse, exploitation, assault or rape, and the process for reporting to appropriate authorities

Contraception and parenthood

R14. to understand the implications of unintended pregnancy and young parenthood; to recognise the advantages of delaying conception, whilst acknowledging the changes in fertility with age

R15. to negotiate, and if necessary be able to assert, the use of contraception with a sexual partner

R16. how to effectively use different contraceptives, including how and where to access them

R17. to evaluate the most appropriate methods of contraception in different circumstances (including emergency contraception)

R18. to access the pathways available in the event of an unintended pregnancy and understand the importance of getting advice and support quickly

Bullying, abuse and discrimination

R19. to recognise and manage negative influence, manipulation and persuasion in a variety of contexts, including online

R20. to recognise and manage different forms of abuse, sources of support and exit strategies for unhealthy relationships

R21. to recognise forced marriage and 'honour' based violence; to get help for themselves or others they believe to be at immediate or future risk

R22. to understand their rights in relation to harassment (including online) and stalking, how to respond and how to access support

R23. strategies to recognise, de-escalate and exit aggressive social situations

R24. to evaluate the dangers and consequences of being involved in gangs, serious organised crime or carrying a weapon

R25. ways to celebrate cultural diversity, promote inclusion and safely challenge prejudice and discrimination

CORE THEME 3: LIVING IN THE WIDER WORLD

KS5 Learning opportunities in Living in the Wider World

Students learn...

Choices and pathways

L1. to be enterprising in life and work

L2. to set realistic yet ambitious career and life goals which are matched to personal values, interests, strengths and skills

L3. to evaluate the 'next step' options available, such as higher education, further training or apprenticeships, and gap year opportunities

L4. the implications of the global market for their future choices in education and employment

Work and career

L5. how to identify and evidence their strengths and skills when applying and interviewing for future roles and opportunities

L6. how to produce a concise and compelling curriculum vitae and prepare effectively for interviews

L7. how to recognise career possibilities in a global economy

Employment rights and responsibilities

L8. their rights and responsibilities as students in casual, part-time jobs, including in the 'gig economy'

L9. the importance of professional conduct and how it can be demonstrated in different workplaces including following health and safety protocols

L10. to understand and appreciate the importance of workplace confidentiality and security including cyber-security and data protection

L11. to recognise bullying and harassment in the workplace in all its forms and ways to seek or provide support to resolve the situation

L12. the role of trade unions and professional organisations; when and how to constructively challenge workplace behaviours

Financial choices

L13. how to plan expenditure and budget for changes in circumstances (e.g. when moving out or going to university)

L14. to understand and manage salary deductions including taxation, national insurance and pensions

L15. to evaluate savings options

L16. to exercise consumer rights, including resolving disputes and accessing appropriate support

L17. to manage financial contracts including, mobile phone services and renting items and accommodation; how to identify appropriate advice

L18. to evaluate the potential gains and risks of different debt arrangements and repayment implications

L19. to evaluate the risks in different financial ventures including illegal schemes e.g. illegal money transfers

Media literacy and digital resilience

L20. to set and maintain clear boundaries around personal privacy and to manage online safety in all its forms, including seeking help when appropriate

L21. to effectively challenge online content that adversely affects their personal or professional reputation

L22. to build and maintain a positive professional online presence, using a range of technologies

L23. how social media can expand, limit or distort perspectives and recognise how content they create and share may contribute to, or challenge this

L24. to be a critical consumer of online information in all its forms, including recognising bias, propaganda and manipulation

L25. when and how to report or access help for themselves or others in relation to extremism and radicalisation

HOW DO THE PROGRAMME OF STUDY LEARNING OPPORTUNITIES RELATE TO THE STATUTORY GUIDANCE?

The learning opportunities in the Programme of Study cover all of the content outlined in the Department for Education's statutory Relationships, Sex and Health Education guidance, and go beyond this to integrate the statutory content within a complete and comprehensive PSHE education programme. The grids below set out where each aspect of the statutory guidance is covered by Programme of Study learning opportunities in key stages 1-4.

RELATIONSHIPS EDUCATION (PRIMARY)

	By the end of primary school: Pupils should know:	**KS1**	**KS2**
Families and people who care for me	• *that families are important for children growing up because they can give love, security and stability.*	R2	R6
	• *the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.*	R1, R4	R8
	• *that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.*	H22, R3	R2, R7
	• *that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.*	R3	R1, R6, R7
	• *that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.*	R4	R3, R5
	• *how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.*	R5	R4, R9
Caring friendships	• *how important friendships are in making us feel happy and secure, and how people choose and make friends.*	R6	R10
	• *the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.*	R6	R11
	• *that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.*	R7	R13, R14
	• *that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.*	R8	R16
	• *how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.*	R9	R18

Respectful relationships	• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.	H22, R23, L4, L6	R32, R33, L6
	• practical steps they can take in a range of different contexts to improve or support respectful relationships.	R6, R8	R33, R34
	• the conventions of courtesy and manners.	R22	R33
	• the importance of self-respect and how this links to their own happiness.	H21, H23 R22	R31
	• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.	R22, H22	R31
	• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.	R10, R11, R12	R19, R20, R28
	• what a stereotype is, and how stereotypes can be unfair, negative or destructive.	L4	R21, L7, L8, L9
	• the importance of permission-seeking and giving in relationships with friends, peers and adults.	R15, R17	R22, R26
Online relationships	• that people sometimes behave differently online, including by pretending to be someone they are not.	R14	R23
	• that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.	R12	R24, R30, R31
	• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.	R20	R24, R29
	• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.	R15	R24
	• how information and data is shared and used online.	H34	L13, L14

Being safe	• *what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)*	R17	R22
	• *about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.*	R13, R18	R27
	• *that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.*	R13	H45, R25
	• *how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.*	R14, R15, R19	R24
	• *how to recognise and report feelings of being unsafe or feeling bad about any adult.*	R20	R29
	• *how to ask for advice or help for themselves or others, and to keep trying until they are heard.*	R20	R29
	• *how to report concerns or abuse, and the vocabulary and confidence needed to do so.*	R20	R29, H45
	• *where to get advice e.g. family, school and/or other sources.*	R20	R29

HEALTH EDUCATION (PRIMARY)

	By the end of primary school: Pupils should know:	KS1	KS2
Mental wellbeing	• that mental wellbeing is a normal part of daily life, in the same way as physical health.	H1	H15
	• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.	H11, H12, H13, H14	H17
	• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.	H15, H16	H19
	• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	H18, H19	H20, H21
	• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.	H17	H16
	• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	H18, H20, H24	H16,
	• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.	H24, H27, R7	H24, R13
	• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.	R10, R11	R19
	• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	H19, R12	H21, R20
	• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.	H24	H22

Internet safety and harms	• that for most people the internet is an integral part of life and has many benefits.	L7, L8	L11
	• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.	H9	H13
	• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.	R10, R12	R30, L11, L15
	• why social media, some computer games and online gaming, for example, are age restricted.	H28	H37, L23
	• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.	H34	H37, R20, L11,
	• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.	L9	L12, L13, L14, L16
	• where and how to report concerns and get support with issues online.	H34	H42
Physical health and fitness	• the characteristics and mental and physical benefits of an active lifestyle.	H1	H7
	• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.	H3	H7
	• the risks associated with an inactive lifestyle (including obesity).	H3	H4, H7
	• how and when to seek support including which adults to speak to in school if they are worried about their health.	H10	H14
Healthy eating	• what constitutes a healthy diet (including understanding calories and other nutritional content).	H2, H3	H1, H6
	• the principles of planning and preparing a range of healthy meals.	H2	H6
	• 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).	H2	H2,H3, H6

Drugs, alcohol and tobacco	• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	H37	H46, H47, H48
Health and prevention	• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.		H5
	• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	H8	H12
	• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.	H4	H8
	• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	H7	H11
	• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	H5	H9, H40
	• the facts and science relating to allergies, immunisation and vaccination.	H6	H10
Basic first aid	• how to make a clear and efficient call to emergency services if necessary.	H35, H36	H44
	• concepts of basic first-aid, for example dealing with common injuries, including head injuries.	H35, H37	H43
Changing adolescent body	• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.	H25, H26	H30, H31, H32, H34
	• about menstrual wellbeing including the key facts about the menstrual cycle.		H30 H31

RELATIONSHIPS EDUCATION (SECONDARY)

	By the end of secondary school: Pupils should know:	KS3	KS4
Families	that there are different types of committed, stable relationships.	R1, R36	R1, R4
	how these relationships might contribute to human happiness and their importance for bringing up children.	H2, R36	R2, R4, R25
	what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.		R4, R10
	why marriage is an important relationship choice for many couples and why it must be freely entered into.	R6	R4, R10, R33
	the characteristics and legal status of other types of long-term relationships.	R1	R1, R4
	the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.	R35, R36	R25
	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.	R2, R6, R23, R37, R38, R46, L23, L27	R2, R17, R23, L24, L27
Respectful relationships, including friendships	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.	R2, R10, R13, R14, R16, R19, R21	R1, R12, R13
	practical steps they can take in a range of different contexts to improve or support respectful relationships.	R13, R14, R41, R42	R30, R31, R34, R36
	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).	R7, R8, R39, R40, L10	L5
	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.	R2, R14	R1, R10, L29

Continued...	• *about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.*	R14, R23, R38, R40	R7, R34
	• *that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.*	R2, R25, R37	R28, R29, R30
	• *what constitutes sexual harassment and sexual violence and why these are always unacceptable.*	R37	R16, R29, L15
	• *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.*	R40, R41, L10	R5, R6, L15
Online and media	• *their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.*	R13, R14, L20, L22	R15, R16, L11, L12, L22, L23
	• *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.*	H30, R17, R21, R37, L20, L21	H22, R14, R22, L25
	• *not to provide material to others that they would not want shared further and not to share personal material which is sent to them.*	R29, R30, L21	R22, L23, L25
	• *what to do and where to get support to report material or manage issues online.*	R17, R30, R37, L27	R14, R17, L23
	• *the impact of viewing harmful content.*	H3, R7, R8, L25	H3, R8
	• *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.*	R8	R8
	• *that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.*	R30	R22
	• *how information and data is generated, collected, shared and used online.*	L20, L21	L22, L23, L25, L26
Being safe	• *the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.*	H22, R6, R24, R25, R27, R37	H23, R16, R18, R19, R28, R29, R30, R31, R32, R33, R37
	• *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).*	R24, R26, R27	R18, R20, R21, R22

Intimate and sexual relationships, including sexual health	• 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.	R2, R10, R14, R24, R31	R1, R2, R18
	• 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.	H2, H36, R13, R18, R33	H2, H6, H26, H27, R24
	• the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.		H26, H30, H31, H32, R24, R26
	• that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.	H5, R24, R26, R30, R42	H4, R3, R18, R21, R28
	• that they have a choice to delay sex or to enjoy intimacy without sex.	R9, R11, R12, R24, R25, R28, R31	R2, R9, R10, R21
	• the facts about the full range of contraceptive choices, efficacy and options available.	H35, H36, R33	H26, H29, R23
	• the facts around pregnancy including miscarriage.	R33, R34	H30, H32
	• 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).	R34	H33, R23, R24, R26, R27
	• 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.	H35, H36, R33	H27, H28, H31, R23
	• about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.	H36	H27, H28, H31
	• how the use of alcohol and drugs can lead to risky sexual behaviour.	H27	H20, R20
	• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.	H35, R23, R34, R37	H14, H28, H29, H32, H33, R7, R17, R24, R32

HEALTH EDUCATION (SECONDARY)

	By the end of secondary school: Pupils should know:	KS3	KS4
Mental wellbeing	• how to talk about their emotions accurately and sensitively, using appropriate vocabulary.	H6, H8	
	• that happiness is linked to being connected to others.		R1
	• how to recognise the early signs of mental wellbeing concerns.	H11, H12	H6, H8, H10
	• common types of mental ill health (e.g. anxiety and depression).	H11	H8, H9
	• 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.	H1, H7, H13, H14, H15, L2, L25	H2, H7, H11
	• the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.	H2, H10, H13, H14, L11	H7, H11
Internet safety and harms	• the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, 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.	H3, H13, H14, H30, H32, L18, L20, L24	H3, H12, H22, H25, L11, L18, L24, L25, L26
	• 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.	H30, R13, R14, R17, R23, R30, R37, R38, L27	H23, R3, R7, R14, R15, R16, R17, R22, R29, R30, R31, R34, R38, L20
Physical health and fitness	• the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.	H10, H13, H14	H7, H11
	• the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio- vascular ill-health.	H13, H14, H15	H11, H16
	• about the science relating to blood, organ and stem cell donation.		H15

Healthy eating	• how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.	H17, H18	H11
Drugs, alcohol and tobacco	• the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.	H23, H26, H27, H28, R20	H19, H20, R20
	• the law relating to the supply and possession of illegal substances.	H26, H28	H19
	• the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.	H24, H26, H27, H29, R20	H19, R20
	• the physical and psychological consequences of addiction, including alcohol dependency.	H26, H27, H29, R20	H19, H20, H21
	• awareness of the dangers of drugs which are prescribed but still present serious health risks.	H23, H26, H27	H19
	• 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.	H26, H27	H19, H21
Health and prevention	• about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.	H19, H20	H16
	• about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.	H19, H20	
	• (late secondary) the benefits of regular self-examination and screening.	H19	H16
	• the facts and science relating to immunisation and vaccination.	H19	H16
	• the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.	H15	H11

Basic first aid	• *basic treatment for common injuries.*	H33	H24
	• *life-saving skills, including how to administer CPR.*	H33	H24
	• *the purpose of defibrillators and when one might be needed.*	H33	H24
Changing adolescent body	• *key facts about puberty, the changing adolescent body and menstrual wellbeing.*	H34	
	• *the main changes which take place in males and females, and the implications for emotional and physical health.*	H34, R5, R18	R6

"We aim to send all young people into an ever-changing world able and qualified to play their full part in it."

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CURRICULUM

PSHE

The PSHE Way

Our subject has a 'Subject Way' at the heart of it. Our Subject Way is designed to help students become young subject specialists. The Subject Way has two main purposes:

Firstly, to teach students the vital skills they need to achieve their full potential and gain the very best grades they can. Secondly, to teach students how each subject relates to the wider world, incorporating the life skills they will learn.

It is our belief that knowing how what you learn links to the wider world, brings a subject to life and therefore improves overall understanding and engagement.

Subject Director

E Bannister

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RSE Policy Statement
(https://cliftonschool.org/wp-content/uploads/2025/RSE-Secondary-Policy-July-2025.pdf)

AWARE Website
(https://aware.wickersleypt.org/)

Curriculum Intent

At Wickersley Partnership Trust, we firmly believe that all students have the right to be healthy, happy and comfortable in all areas of their life. Personal, Social, Health and Economic (PSHE) education is the school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work.

Topics taught through PSHE at WPT include relationships education, sexual health education, emotional wellbeing, substance misuse, careers, citizenship and anti-bullying. All units of work make clear connections to online safety and aim to empower our students to make their own safe choices, both on

and offline. The key character traits we seek to develop are; communication and debate, accessing support, respect, assertiveness and responsibility. Equality and inclusion are key to successful PSHE, and are apparent in all we do.

We have developed a spiral PSHE curriculum which aims to equip students with the necessary knowledge and skills to allow them to identify risk and evaluate choices regarding health, relationships and future goals. Our curriculum is informed by pupil, staff and parent voice, which allows us to sequence statutory guidance to meet the needs of our young people. Lessons involve deliberate opportunities for students to apply their understanding to scenarios and reflect on their learning.

Our work in timetabled PSHE lessons is also complimented by work in the pastoral curriculum, our wider personal development program and some drop down events.

What we teach in the classroom will help our pupils foster lifelong aspirations, goals and values.

With this in mind, PSHE education isn't just another school subject. It's a chance to give every child and young person an equal opportunity to develop the skills and knowledge they need to thrive now and in the future. This includes helping them to deal with critical issues they face every day such as friendships, emotional wellbeing and change. And giving them a solid foundation for whatever challenging opportunities lie ahead, so they can face a world full of uncertainty with hope.

From making informed decisions about alcohol to succeeding in their first job, PSHE education helps pupils prepare for all the opportunities, challenges, life decisions and responsibilities they'll face. This in turn achieves a 'virtuous circle', whereby pupils with better health and wellbeing can achieve better academically, and enjoy greater success.

INTENTION 1 – The removal of barriers to learning

In PSHE we remove barriers to learning and support students' ability to access the curriculum through the development of literacy, numeracy, oracy skills and vocabulary acquisition. Misconceptions do not go unchallenged and the supportive environment within each and every lesson ensures that students develop their own literacy and vocabulary.

Students are given many opportunities to read a range of news sources and research independently. We aim to develop students' ability to be critical consumers of information, and to apply their knowledge and understanding to written scenarios. Across all year groups, students take part in Money Matters week towards the end of the financial year. This provides opportunities to apply their numeracy skills to topics of economic relevance, such as budgeting, borrowing and interest and the benefits of saving. Within PSHE

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PSHE Newsletters

2025-26

Autumn Term 1
(https://sites.google.com/wickersleypt.org/pshe autumn25/home)

2024-25

Autumn Term 1
(https://cliftonschool.org/wp-content/uploads/2024/09/PSHE-Newsletter-Autumn-1-2024-25.pdf)

Autumn Term 2
(https://cliftonschool.org/wp-content/uploads/2024/11/PSHE-Newsletter-Autumn-2-2024-25-sml.pdf)

Spring Term 1
(https://cliftonschool.org/wp-content/uploads/2025/02/PSHE-Newsletter-Spring-1-25-1.pdf)

Summer Term
(https://cliftonschool.org/wp-content/uploads/2025/05/PSHE-Newsletter-Summer-24-25.pdf)

🏠 Curriculum Home
(/curriculum/)

lessons students may be required to calculate units of alcohol, or sequence developments in the law chronologically. Deliberate opportunity for students to verbally articulate their understanding features in every PSHE lesson. Students may discuss with a partner, small group or participate in full class debate. Teaching aims to encourage students to extend their verbal communications, expectations in this area are ambitious for all, regardless of written abilities. Students are introduced to key subject specific vocabulary and have regular opportunities to reinforce their understanding. Key terminology is identified in students notes, and referred back to during written and verbal assessment tasks.

INTENTION 2 – Developing skills for learning

PSHE lessons foster a high challenge, low fear environment. Aiming high, communication skills and active participation are built into all topics and students are given opportunities to develop in each and every lesson. PSHE lessons provide students with the skills to learn to manage risks and remain positive and resilient. Engaging activities help students develop new knowledge and skills and also to recall the key concepts of prior learning. The spiralling curriculum supports them to apply this to new knowledge. Students will regularly partake in a variety of assessments and in pre-planned well-being surveys. Through these the curriculum can be developed for students needs and additional support and interventions can be provided.

INTENTION 3 – Fostering personal attributes

PSHE lessons rely on the 'PSHE Way' to lay the ground rules for respectful and mature conduct. PSHE develops emotional intelligence and compassion in our pupils. Lessons build awareness of the experiences of others and the resulting impact on their lives. This adds depth to students' understanding of respect and tolerance, as well as their self efficacy and sense of responsibility.

INTENTION 4 – Enriching student experiences and broadening their horizons

PSHE lessons use resources from leading charities in the area, such as Barnardo's, CEOPS, teenage cancer trust, mind as well as local police and fire services. This ensures our students have access to the best quality information available. We also provide learning opportunities such as practical first aid sessions, mock trial, visits from those working with named charities and encounters with employers.

Our Subjects at KS4

CORE SUBJECTS

English / Literature
(/curriculum/english/)

Maths
(/curriculum/maths)

Science
(/curriculum/science)

Religious Education
(/curriculum/religious-education)

EBACC SUBJECTS

History
(/curriculum/history)

Geography
(/curriculum/geography)

Spanish
(/curriculum/spanish)

PSHE Curriculum

Year 7	Year 8	Year 9	Year 10	Year 11

Substance misuse	Healthy and unhealthy friendships, assertiveness, alcohol education, substance misuse. Debates over the criminalisation of drug use and real-life drug stories.

Crime, citizenship and the law	Developing an understanding of being a responsible citizen, crimes and anti-social behaviour and the consequences they have on individuals and society. Including knife crime, county lines and child criminal exploitation.
Relationships and sexual health education	About sexual harassment and harmful sexualised behaviour and coercive relationships. Sex education including consent, contraception, the risks of STIs, and choices in unintended pregnancy. Communication skills.
Mental health and well-being	Attitudes to mental health and the consequences and impact of bullying, equipping young people with the skills to seek help and support others. Understanding the impact of family conflict and grief/bereavement.

RSE Curriculum

+ Year 7

+ Year 8

− Year 9

Lesson title	Lesson overview

Review of learning from previous years	Confidently identifying the different myths and facts around sex and your bodies.
	Helping others learn by expressing your views and opinions in class discussions.
	Positive affirmation and reflections on our personal qualities.
	Why we need RSE discussion and reflection on previous learning.
	Value continuum looking at issues around body image social media, age of consent, gender inequality.
	Team challenge-knowing our bodies and the facts not myths.
	Focus on misconceptions, laws, sexual body parts.
	Consolidating learning/opportunity to ask anonymous questions and signpost for support.

Consent	Explain what is meant by freedom and capacity to consent
	Recognise contexts where someone's freedom or capacity to consent have been reduced or removed, and why this means consent has no longer been given
	Explain why trying to make someone more vulnerable, or misleading them, is wrong, and can be a very serious offence
	Explain where, why and how to get advice and support for issues relating to consent.
	Group work to explore positive and negative relationships. Focus on a case study to explore 'red flags' support needed and how to access it.
	Was consent given video- students vote and discuss their perceptions before the law and clear guidance is provided.
	Consent battle- students work in groups to develop confidence on how to say/show 'no'.
	Highlight laws and our rights/responsibilities. Where to seek help and support.
Contraceptive choices	investigating examples of contraceptives.
	Sharing with others how they are used effectively.
	Helping yourself become a safer sex expert.
	Baseline check in.
	Students explore options available with teacher guidance and then move in to a marketplace research activity to further knowledge.
	Videos from SEXWISE to bust myths around contraception and develop learning.
	Support and information about unintended pregnancy and miscarriages- students will cover key facts, definitions and the laws.

Sexually transmitted infections and sexual health	The key symptoms and risks associated with a variety of different STI's
	Understanding what HIV is and how it can be transmitted
	Understand the importance of sexual Health Clinics (GUM)
	Explain why young people after unprotected sex should always get themselves checked out.
	Students explore what they know and still need to know.
	Explore stigma and myths around STIs, protection and treatment.
	Focus on facts on HPV and ways to remain protected.
	Marketplace/research task to develop STI flashcards.
	Sexual health clinics-what they do/how they support.
	Understanding HIV-focus on stigma/facts/myths/transmission and treatment.
	Check in/signposting and assess progress

The male condom	Understanding the correct steps for using an external or male condom
	Being able to describe three obstacles to condom use and explain how they can be overcome.
	Baseline Assessment-Students match a set of statements about contraception and discuss key points as a class.
	Contraceptive Methods-Students watch the clip about different contraceptive methods and note key information.
	Contraception negotiation-Students suggest appropriate responses to common excuses for not using contraception. They then review two versions of a conversation about contraception use
	Condom Demonstration-Teacher-led demonstration of the correct way to use a male condom (or video clip alternative).
	Card match Students match cards to ensure understanding of condom demonstration.
	Condom practical- Students practise using a condom with condom demonstrators. [Allow time
	to tidy up and wash hands.]
	Endpoint assessment and signposting-Students answer key questions to gauge understanding. They reflect on their standard response if asked to do something they are uncomfortable with and set a goal. Remind students of support available.

Pornography and the emotional/social impact	Explain in detail the distortions about sex and relationships in pornography.

Discuss the consequences this can have on young people's self-esteem and their future relationships.

Students explore misconceptions of what is reality Vs what is created for entertainment.

Work in groups to look at real world relationships Vs fantasy and fake world. Students will share opinions on the laws, body image, gender roles and stereotypes. Discussions on misconceptions about healthy and safe relationships and self-esteem.

Update on the laws and recent facts-students will be signposted and given guidance on how to seek support. |
| Revenge pornography- personal safety | Identify what to do to prevent revenge porn and what to do if you become a victim

Describe the long- and short-term consequences of sharing intimate images with partners or friends

Explain, using new terminology in the correct context the legal, short and long-term consequences for perpetrators and victims.

Students will explore what they know about the term revenge porn and look at how this can happen to a person.

The lesson will explore a case study documentary lesson

https://www.bbc.co.uk/iplayer/episode/p096h12v/zara-mcdermott-revenge-porn

(https://www.bbc.co.uk/iplayer/episode/p096h12v/zara-mcdermott-revenge-porn)

Students will reflect together on the lessons learned, the impact this can have on a victim and perpetrator.

Signposting/guidance and support provided. |

Bounce Together: Supporting Your Child's Wellbeing

At our school, the wellbeing of our students is at the heart of everything we do. To strengthen the support we offer, we are introducing a wellbeing platform called **Bounce Together**.

Bounce Together allows us to gain a deeper understanding of young people's social and emotional wellbeing, their lifestyles, and any areas where they may benefit from additional support. Over the course of the academic year, **all students will complete a series of wellbeing surveys** through the platform.

The insights gained from these surveys will help us:

- **Develop tailored tutor time sessions** that respond to the needs of each year group.

- **Shape our assemblies** to cover relevant topics that promote positive mental health and personal development.

- **Offer targeted workshops and support opportunities** for students who may need extra help.

By using Bounce Together, we aim to create a more responsive and nurturing school environment where every student can thrive – academically, socially, and emotionally.

If you have any questions about how Bounce Together will be used, or if you would like to know more about how we support student wellbeing, please don't hesitate to get in touch.

| Sexual harassment and harmful sexualised behaviour | Understand what sexual harassment and harmful sexualised behaviour is and consider the effects of harassment on everyone in society

To practice challenging harassment and consider the role of bystanders in this.

Key words and definitions activity-baseline of knowledge in the room.

Storyboard to reflect on the issues a young person may be facing in their lives.

Explore what is sexual harassment-in schools/work places/online and in society.

Is this harassment-value continuum activity.

Group discussion-how we handle unwanted sexual attention-support and laws we need to know.

Explore through case studies-what these news stories have taught us-lessons to be learned for the future.

An overview of the 'Me too' campaign and the developments it has created.

A campaign to make a difference- students use their creativity and knowledge to create a display for schools to educate and inform others about reducing harassment and how to report any concerns. |

Useful websites to help you discuss this topic with your child.

https://www.fpa.org.uk/for-parents/ (https://www.fpa.org.uk/for-parents/)

https://www.brook.org.uk/ (https://www.brook.org.uk/)

https://riseabove.org.uk/topic/love-life/ (https://riseabove.org.uk/topic/love-life/)

https://www.childnet.com/parents-and-carers/ (https://www.childnet.com/parents-and-carers/)

https://www.childline.org.uk/info-advice/friends-relationships-sex/ (https://www.childline.org.uk/info-advice/friends-relationships-sex/)

https://www.thinkuknow.co.uk/11_18/ (https://www.thinkuknow.co.uk/11_18/)

Year 7, Life Skills, 2023-24

Half Term 1: 4h Sept - 20st Oct (7 weeks)							October Half-Term Holiday	**Half Term 2**	
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7		Week 8	Week 9
What is Life Skills? Life Skills and Maltby Academy Key Drivers		Rights and Responsibilities		Child on Child Abuse		Bullying		Bullying	Mental and Emotional Health

Half Term 2: 30th Oct - 22nd Dec (8 weeks)						Christmas Holiday	**Half Term 3**	
Week 10	Week 11	Week 12	Week 13	Week 14	Week 15		Week 16	Week 17
Mental and Emotional Health	Managing Puberty & Period Management		Hygiene and Reproduction		Careers		Careers	Bereavement

Half Term 3: 8th Jan - 9th Feb (5 weeks)			February Half-Term Holiday	**Half Term 4: 19th Feb - 29th March (6 weeks)**				
Week 18	Week 19	Week 20		Week 21	Week 22	Week 23	Week 24	Week 25	Week 26
Bereavement	Cancer: Myths and Facts			Healthy Eating & Oral Hygiene		Looking After My Physical Health		CCE, Gun Crime and Lockdown Procedures

Easter Holiday	**Half Term 5: 15th April - 24th May (6 weeks)**					Spring Bank Holiday	**Half Term 6**
	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32		Week 33
	Smoking, Drugs, and Alcohol		Healthy Relationships & Managing Emotions		Online Relationships and Safety			Sexual Bullying

Half Term 6: 3rd June - 19th July (7 weeks)					
Week 34	Week 35	Week 36	Week 37	Week 38	Week 39
Sexual Bullying	Road and Rail Safety		Safety in the Community and Anti-Social Behaviour		The Big Community Project

Curriculum Intent: In Key Stage 3 Life Skills, students build on their knowledge, understanding, skills, attributes and values they have acquired and developed during the primary phase under the headings Relationships, Health and Wellbeing and Living in the Wider World. The topics this year will focus on mental and physical health and help them deal with the changes they may be going through. It will also consider various different relationships and the behaviours expected within them. Students will learn how to keep themselves and others safe, as well as focus on British Values and the world of work.

Year 8, Life Skills, 2023-24

Half Term 1: 4ʰ Sept - 20ˢᵗ Oct (7 weeks)

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7		Week 8	Week 9
First Aid	First Aid	Child on Child Abuse	Child on Child Abuse	Bullying	Bullying	Substance Misuse	October Half-Term Holiday	Substance Misuse	Alcohol and Society

Half Term 2

Half Term 2: 30ᵗʰ Oct - 22ⁿᵈ Dec (8 weeks)

Week 10	Week 11	Week 12	Week 13	Week 14	Week 15		Week 16	Week 17
Alcohol and Society	Peer Pressure, Gangs and County Lines	Peer Pressure, Gangs and County Lines	Crime and Punishment	Crime and Punishment	Health and Fitness	Christmas Holiday	Health and Fitness	Body Image

Half Term 3

Half Term 3: 8ᵗʰ Jan - 9ᵗʰ Feb (5 weeks)

Week 18	Week 19	Week 20		Week 21	Week 22	Week 23	Week 24	Week 25	Week 26
Body Image	Mental and Emotional Health	Mental and Emotional Health	February Half-Term Holiday	Careers	Careers	Political Awareness and British Values	Political Awareness and British Values	Freedom of Speech and Democracy	Freedom of Speech and Democracy

Half Term 4: 19ᵗʰ Feb - 29ᵗʰ March (6 weeks)

Half Term 5: 15ᵗʰ April - 24ᵗʰ May (6 weeks)

	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32		Week 33
Easter Holiday	Sexting and Online Safety	Sexting and Online Safety	Grooming and CSE	Grooming and CSE	Gender Identity	Gender Identity	Spring Bank Holiday	Sexuality

Half Term 6

Half Term 6: 3ʳᵈ June - 19ᵗʰ July (7 weeks)

Week 34	Week 35	Week 36	Week 37	Week 38	Week 39
Sexuality	Respect, Love and Relationships	Respect, Love and Relationships	Safety in the Community and Anti-Social Behaviour	Safety in the Community and Anti-Social Behaviour	The Big Community Project

Curriculum Intent: The Life Skills curriculum is a spiral curriculum, meaning that students will build on their prior knowledge, values and skills from year 7 and the primary phase. Students will continue to develop across the three key strands: Relationships, Health and Wellbeing and Living in the Wider World. The topics this year will focus on mental and physical health, and help students deal with the changes they may be going through. It will also consider different relationships and the behaviours expected within them. Students will be expected to learn how to keep themselves and others safe, as well as focus on British Values and the world of work.

Year 9, Life Skills, 2023-24

MALTBY ACADEMY

Half Term 1: 4th Sept - 20st Oct (7 weeks) — Half Term 2

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	October Half-Term Holiday	Week 8	Week 9
Managing Stress and Mental Wellbeing		Body Image		Risks of Cosmetic and Aesthetic Procedures		Self Awareness		Self Awareness	Male Contraception

Half Term 2: 30th Oct - 22nd Dec (8 weeks) — Half Term 3

Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Christmas Holiday	Week 16	Week 17
Male Contraception	Female Contraception		STIs		Careers (START website) and Investigating Careers		Careers (START website) and Investigating Careers	Employability Skills

Half Term 3: 8th Jan - 9th Feb (5 weeks) — Half Term 4: 19th Feb - 29th March (6 weeks)

Week 18	Week 19	Week 20	February Half-Term Holiday	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26
Employability Skills	Stereotyping in Careers			Sexual Bullying		Relationships , Honour Based Violence, and Self Respect		Positive Online Relationships	

Half Term 5: 15th April - 24th May (6 weeks) — Half Term 6

Easter Holiday	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Spring Bank Holiday	Week 33
	Substance and Alcohol Abuse		Grooming and CSE		CCE and County Lines			Gender Identity: Respect and Tolerance

Half Term 6: 3rd June - 19th July (7 weeks)

Week 34	Week 35	Week 36	Week 37	Week 38	Week 39
Gender Identity: Respect and Tolerance	Sexuality (LGBTQ+)		Safety in the Community and Anti-Social Behaviour		The Big Community Project

Curriculum Intent:
The Life Skills curriculum is a spiral curriculum, meaning that students will build on their prior knowledge, values and skills from year 7 and 8. Students will continue to develop across the three strands: Relationships, Health and Wellbeing and Living in the Wider World. The topics this year will focus on managing personal risk, positive relationships and discrimination. We will also consider different relationships and the behaviours expected within them. Students will learn how to keep themselves and others safe, as well as focus on British Values and the world of work.

Year 10, Life Skills, 2023-24

Half Term 1: 4th Sept - 20st Oct (7 weeks)							**Half Term 2**	
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
Careers	Careers	Parenting	Parenting	Fertility, Pregnancy and Miscarriage	Fertility, Pregnancy and Miscarriage	Abortion	**October Half-Term Holiday** (spans Week 7–8)	Abortion	Contraception and STIs
Half Term 2: 30th Oct - 22nd Dec (8 weeks)							**Half Term 3**	
Week 10	Week 11	Week 12	Week 13	Week 14	Week 15		Week 16	Week 17
Contraception and STIs	Roles of Men and Women in Christianity	Roles of Men and Women in Christianity	Roles of Men and Women in Islam	Roles of Men and Women in Islam	Religion, Contraception, Arranged Marriage & Female Genital Mutilation	**Christmas Holiday**	Religion, Contraception, Arranged Marriage & Female Genital Mutilation	Religion and Divorce
Half Term 3: 8th Jan - 9th Feb (5 weeks)				**Half Term 4: 19th Feb - 29th March (6 weeks)**				
Week 18	Week 19	Week 20		Week 21	Week 22	Week 23	Week 24	Week 25	Week 26
Religion and Divorce	Religion and Gender Identity	Religion and Gender Identity	**February Half-Term Holiday**	Positive Role Models	Positive Role Models	Harassment, Stalking and Online Relationships	Harassment, Stalking and Online Relationships	Financial Choices	Financial Choices
Half Term 5: 15th April - 24th May (6 weeks)							**Half Term 6**	
		Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33
Easter Holiday		Peer Pressure, Gangs and County Lines	Peer Pressure, Gangs and County Lines	Child Exploitation and CSE	Child Exploitation and CSE	Extremism and Radicalisation	Extremism and Radicalisation	**Spring Bank Holiday**	Gender and the Equality Act
Half Term 6: 3rd June - 19th July (7 weeks)								
Week 34	Week 35	Week 36	Week 37	Week 38	Week 39			
Gender and the Equality Act	Mental Health in Young Men	Mental Health in Young Men	Safety in the Community and Anti-Social Behaviour	Safety in the Community and Anti-Social Behaviour	The Big Community Project			

Curriculum Intent:
At Key Stage 4, students will deepen their knowledge and understanding and further explore attitudes, values and attributes acquired during Key Stage 3. The curriculum reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others. Students will also have the opportunity to study social issues, such as marriage, relationships and contraception, from a religious perspective – in order to further enhance their understanding of issues in the wider world.

Year 11, Life Skills, 2023-24

MALTBY ACADEMY

Half Term 1: 4ᵗʰ Sept - 20ˢᵗ Oct (7 weeks)

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7		Week 8	Week 9

Half Term 2

| Preparing for Year 11 | Key Drivers in the real world | Financial Choices | Relationships and Consent | October Half-Term Holiday | Relationships and Consent | Sexual Health |

Half Term 2: 30ᵗʰ Oct - 22ⁿᵈ Dec (8 weeks)

Week 10	Week 11	Week 12	Week 13	Week 14	Week 15		Week 16	Week 17

Half Term 3

| Sexual Health | Careers: employability and the future | Careers: considering Post 16 | Careers: interview technique | Christmas Holiday | Careers: interview technique | Online Behaviours |

Half Term 3: 8ᵗʰ Jan - 9ᵗʰ Feb (5 weeks)   Half Term 4: 19ᵗʰ Feb - 29ᵗʰ March (6 weeks)

Week 18	Week 19	Week 20		Week 21	Week 22	Week 23	Week 24	Week 25	Week 26

| Online Behaviours | Responsible Health Choices | February Half-Term Holiday | Substance Misuse, Smoking and Vaping | Discrimination and Diversity - Protected Characteristics | Mental Health |

Half Term 5: 15ᵗʰ April - 24ᵗʰ May (6 weeks)

Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33

Half Term 6

| Easter Holiday | Exam stress and pressures | Exam stress and pressures | GCSE EXAM PERIOD | Spring Bank Holiday | GCSE EXAM PERIOD |

Half Term 6: 3ʳᵈ June - 19ᵗʰ July (7 weeks)

Week 34	Week 35	Week 36	Week 37	Week 38	Week 39

GCSE EXAM PERIOD

Curriculum Intent:
At Key Stage 4, students will deepen their knowledge and understanding and further explore attitudes, values and attributes acquired during Key Stage 3. The curriculum reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others. Students will also have the opportunity to study social issues, such as marriage, relationships and contraception, from a religious perspective – in order to further enhance their understanding of issues in the wider world.

Home   Key Information ⌄   Our School ⌄   More

Saint Pius X
Catholic High School

Art & Design
(/curriculum-2/art-design)

Child Development
(/curriculum-2/child-
develoPtment)

Computer Science
(/curriculum-2/computer-
studies)

Design Technology
(/curriculum-2/design-
technology)

English (/curriculum-

PSHE

How is PSHE Taught at Saint Pius Catholic High School?

Throughout KS3 and KS4, students study the statutory PSHE content alongside additional content including careers and financial education. Students in Year 7, year 8 and year 10 receive one hour of dedicated PSHE lesson time on their timetable whilst Year 9 and Year 11 students receive PSHE education through cross curricular teaching alongside drop-down days where appropriate. The intent of PSHE at Saint Pius X is to provide students with knowledge that will enable students to pursue their academic and social ambitions successfully.

The teaching of PSHE throughout the school year can be roughly mapped as follows;

Autumn 1   **Autumn 2**   **Spring 1**   **Spring 2**   **Summer 1**   **Summer 2**

Human rights and citizenship **Drugs Education** **Relationships and Sex Education** **Careers Education** **Financial Education** **Personal and Emotional Wellbeing**

PSHE is focused around three core themes as recommended by the PSHE Association;

1. Health and well-being- self-concept, mental health and well-being, healthy lifestyles, drugs, alcohol and tobacco, managing risk and personal safety, sexual health

1. Relationships- positive relationships, relationship values, forming and maintaining respectful relationships, consent, parenting, bullying, abuse and discrimination and social influences

1. Living in the wider world- choices and pathways, work and career and financial choices

Please note that other aspects of the PSHE curriculum are covered cross curricular alongside the other subject areas within school.

Teacher in Charge: Miss. E. Harris

Relationships and Sex Education

As part of the statutory curriculum your child will be studying Relationships and Sex Education (RSE). The school will be following the foundation curriculum created by the company Ten Ten whose resources have been created to fulfil the government guidance and support the Catholic ethos of the school.

A detailed overview of the content and example of the resources used are accessible for you on the Parent Portal of Ten Ten's website.

Physical Education
(/curriculum-2/physical-
education)

PSHE (/curriculum-
2/pshce)

Religious Education
(/curriculum-2/religious-
education)

Science (/curriculum-
2/science)

Ten Ten
Resources

Username: st-piusx-s63

Password: pope-637

Parent Portal: https://www.tentenresources.co.uk/parent-portal/
(https://www.tentenresources.co.uk/parent-portal/)

Teacher in charge: Mr D McGee (Head of RE)

Saint Pius X
Catholic High School

(/)

Contact

Head Teacher
Mrs L Bullars

Operations Manager
Mrs S Graham

📍 Wath Wood Road,
Wath-upon-Dearne,
Rotherham, Yorkshire,
S63 7PQ

Quicklinks

Staff Email
(https://login.microsoftonline.com/)

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info@saintpiusx.school

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