

Langley Grammar School

Relationships and Sex Education Policy September 2026



1. Background

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

At Langley Grammar School we aim to ensure that students develop a healthy attitude towards relationships and sexual matters by giving information and providing opportunities for discussion in appropriate contexts and at suitable times throughout their secondary school life.

2. Statutory requirements and guidance

a) Legislative framework

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 and sex education (RSE) compulsory for all pupils receiving secondary education. Health Education is also compulsory. This policy takes full account of the school's legal obligations under these documents as well as the latest DfE statutory guidance found in ***Relationships Education, Relationships and Sex Education (RSE) and Health Education 2025***.

Schools are also required to comply with relevant requirements of the ***Equality Act 2010*** and pay particular attention to the Public Sector Equality Duty (PSED) (s.149 of the Equality Act). As an academy trust, we are also required by our funding agreement with the DfE to have regard to guidance issued by the secretary of state as outlined in section 403 of the ***Education Act 1996***.

b) Consultation and feedback

This policy and the school's PSHE provision have been informed by the work of the PSHE Association, the Child Exploitation and Online Protection (CEOP) Team, Slough PSHE Network and the Slough Youth Parliament, who have worked with school leaders to develop a PSHE curriculum which addresses students' needs.

Parent consultation was carried out in summer term 2026 and responses were incorporated into the policy. This policy has been updated in light of statutory changes announced in July 2025 that need to be implemented from September 2026. It will be reviewed and updated as necessary in response to future consultation and to statutory guidance. The school maintains an ongoing dialogue with parents regarding the delivery of the relationships and sex education elements of the curriculum.

3. What Is RSE?

The term Relationships and Sex Education (RSE) is used in DfE guidance and in this policy rather than *sex education*. This is to emphasise an approach which begins with the importance of healthy relationships and goes beyond provision of biological information to focus on attitudes and values, and the development of self-esteem and the skills to manage relationships. According to DfE guidance, the purpose of RSE is to....

...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. (Relationships Education, Relationships and Sex Education (RSE) and Health Education, 2025)

RSE is therefore concerned with the emotional, social and cultural development of children and young people. It involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values. RSE is **not** about the promotion of sexual activity.

The school has a key role, in partnership with parents and carers, in providing RSE. Parents and carers are the prime educators for children and young people on many of these matters. Our role as a school is to complement and reinforce this role, building on what is learnt at home. Research has shown that young people who feel good about themselves, and are knowledgeable and confident about sex and relationships, are more likely to be more discerning in their relationships and sexual behaviours and to have fulfilling relationships.

4. Aims of RSE at Langley Grammar School

By creating a positive culture around the discussion of issues of sexuality and relationships, and a framework in which sensitive discussions can take place, relationships and sex education at Langley Grammar School aims to help students:

- a) Develop a clear age-appropriate **knowledge and understanding** of
 - physical and sexual development and the importance of health and hygiene
 - accurate vocabulary to describe themselves and their bodies
 - human sexuality, sexual health, emotions and relationships;
 - what the law allows and does not allow, and the wider legal implications of decisions they may make.
 - contraception and safe sexual practices
 - sexual health advice and support services;
- b) Reflect on their own **attitudes and values** including
 - the value of positive, stable and loving relationships
 - the importance of individual conscience and moral considerations
 - the value of respect, love and care
 - self-respect, confidence and empathy towards others

- an understanding of differences with an absence of prejudice
- consideration and understanding of moral dilemmas

c) Develop **personal and social skills** which include:

- learning to manage emotions and relationships confidently and sensitively
- developing an appreciation of the consequences of choices made;
- managing conflict
- how to recognise and avoid exploitation and abuse
- developing critical thinking as part of decision making.

Langley Grammar School's approach to RSE includes

- the taught RSE programme
- pastoral support for students who experience personal difficulties or concerns
- provision of appropriate factual information and signposting to advice and support services, for example through displays, the Student Support office and the assembly programme
- making use of reputable external providers (such as first aid trainers or the Fire Brigade) to enhance their understanding of statutory curriculum

5. Values framework

We teach RSE...

- so our students develop the socio-emotional skills to navigate their way through the changes to their bodies, their minds, and the society around them,
- to create opportunities, in a safe space, for students to explore and discuss the choices they can make to live a healthy lifestyle,
- to ensure that students understand what the law says about protected characteristics – learning how to be tolerant and accept different views, even if they don't subscribe to them for themselves.

We have a duty to...

- deliver content in an appropriate way and be sensitive to the needs, physical age and emotional maturity of our students,
- treat sensitive or controversial issues in an impartial and balanced way, but also recognising the unconscious messages students will hear

In relation to the school's ethos, we therefore support students to be

- **Confident** – in their understanding of their own identity and that of others in modern Britain
- **Well-rounded** – balanced individuals who understand the difficulties that people face from the conflicting messages that society presents to them
- **Independent** – understanding that there is always a place for opinion, and this gives them the life skills to be successful in many different contexts

- ***Creative*** – able to communicate their ideas safely and legally
- ***Responsible*** – sufficient knowledge and understanding to make careful, informed choices
- ***Caring*** – recognising that it's not always what you say, but how you say it that matters.

RSE involves consideration of a number of sensitive issues about which different students – and their parents – may hold strong and varying views. The school's approach to RSE is balanced and seeks to take account of, and be sensitive to, different viewpoints.

6. Equal Opportunities

Under the provisions of the Equality Act, schools must not unlawfully discriminate against students because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics).

Young people may have varying needs regarding RSE depending on their circumstances and background. The school strongly believes that all students should have access to RSE that is relevant to their particular needs.

To achieve this, the school's approach to RSE takes account of:

a) *Ethnic, religious and cultural diversity*

Different ethnic, religious and cultural groups may have different attitudes to relationships and sexual issues; students should be aware of these different groups and their viewpoints.

b) *Varying home backgrounds*

We recognise that our students may come from a variety of family backgrounds and home situations. RSE is taught within the context of family life taking care to ensure that there is no stigmatisation of students based on their home circumstances. Families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures along with reflecting sensitively that some students may have a different structure of support around them; for example, looked after children or young carers.

c) *Gender*

We consider the needs of all students using approaches that will actively engage them irrespective of gender. We are proactive in combating sexism, sexual harassment and abuse.

d) *Sexual orientation, biological sex and gender reassignment*

A proportion of any school's students will go on to define themselves as gay, lesbian, bisexual, transgender or questioning (LGBTQ+) at some point in their lives. Students may also have LGBTQ+ parents/carers, brothers or sisters, other family and /or friends. All our students will meet and work with LGBTQ+ people at some point in their life; consequently, our approach to RSE will include sensitive and balanced consideration of sexuality and sexual orientation.

The school is committed to ensuring that RSE is inclusive, respectful and accessible to all students. We aim to use language, case studies and scenarios that are inclusive of LGBTQ+ people, as well as creating spaces to think critically about power, privilege and equality. Students will be taught

the facts and law relating to biological sex and gender reassignment. Where contested issues relating to gender identity arise, teaching will be balanced and impartial and will distinguish between established facts and differing views. All students will be expected to discuss these issues respectfully. Bullying or discrimination relating to sex, sexual orientation or gender reassignment along with other protected characteristics such as religion or belief will not be tolerated.

e) *Special needs education*

All students, including those with special educational needs and disabilities (SEND), are entitled to appropriate RSE.

Teaching and resources will be adapted where necessary to make the curriculum accessible. This may include adapting language, vocabulary, pace, examples and resources, or providing additional opportunities to revisit key learning.

The school recognises that some students with SEND may be particularly vulnerable to abuse or exploitation. RSE will therefore support students to understand boundaries, recognise unsafe situations and know how and where to seek help.

7. Roles and responsibilities

All groups who make up the Langley Grammar School community have rights and responsibilities regarding RSE. In particular:

The Senior Leadership Team (SLT) will support the provision and development of RSE in line with this policy by providing leadership and adequate resourcing;

The Personal and Citizenship Studies (PCS) Coordinator will maintain an overview of RSE provision and have responsibility for its development. This will include keeping up to date with developments and good practice, developing the provision and schemes of work to meet students' needs, providing support and resources for staff, arranging staff training, liaison with outside agencies and monitoring and evaluation.

Teaching staff are all involved in the school's RSE provision in some capacity or another; some teach RSE through the PCS programme and some through science and other curriculum areas. The majority of teachers will act as form tutors, but all teachers play an important pastoral role by offering support to students; any teacher can be approached by a student who experiences difficulty regarding a sex or relationship issue. All teaching staff are committed to maintaining objectivity and impartiality when delivering RSE material. Teachers will be consulted about the approach to RSE and aided in their work by provision of resources, background information, support and advice from experienced members of staff and access to appropriate training if required.

Student Support and other support staff have access to information about the RSE programme and can support in their pastoral role if circumstances necessitate it.

Governors have responsibilities for the School's policy framework. They will hold the headteacher to account for the implementation of this policy. As well as fulfilling their legal obligations, the governing board should also make sure that clear information is provided for parents on the subject content and the right to request that their child is withdrawn.

Parents/carers have a legal right to view this policy and to have information about the school's RSE provision. They also have a legal right to withdraw their son or daughter from dedicated **sex education** lessons if they wish in particular circumstances set out below. Langley Grammar School will take account of any religious issues or parental concerns, however, students will not automatically be removed from lessons unless a parent makes a formal request to the Headteacher. The school's approach to RSE will encourage dialogue between parents/carers and their children prior to some key aspects of the educational programme. The value of family life is always promoted within RSE.

The Behaviour and Welfare Practitioner plays a role in RSE in terms of pastoral support for students. Students can self-refer and where appropriate, the school counsellor can also support them with personal and some academic difficulties.

Outside agencies and speakers will be involved in some aspects of the RSE programme as and when required. The school will also promote relevant outside agencies that students can access.

Students have an entitlement to age and circumstances appropriate RSE, and to pastoral support. At certain times, they will be consulted about their RSE needs and their views will be taken into account when developing the provision.

8. Parental access to materials, concerns and withdrawal of students

In addition to having the right to see this policy, parents will receive further information about the content of the RSE programme at appropriate times. This will include providing parents with representative samples of curriculum materials. Parents are also welcome to view curriculum materials on request.

For the purposes of this policy, **sex education** means planned teaching about sexual activity and sexual health which goes beyond Relationships Education, Health Education and the statutory Science curriculum. At Langley Grammar School this includes teaching about matters such as sexual activity and safer sex, contraception, pregnancy choices, sexually transmitted infections and accessing sexual and reproductive health services.

Parents have a legal right to request to withdraw their children from some or all of **sex education** delivered as part of statutory RSE up until the third term before their 16th birthday. They do not have the right to withdraw their children from **relationships education**, those aspects of RSE that are taught through the Science curriculum, or where RSE issues arise incidentally in other subject areas. This is made clear to parents at the beginning of the academic year when every student gets a letter sent home which requires them to contact the school if they wish their son or daughter to be withdrawn. From three terms before a student turns 16, the student may choose to receive sex education even where their parent has previously requested withdrawal. The school are obliged to ensure that students are aware of this right.

Requests to withdraw from **sex education** must be made directly to the Headteacher. Before granting any such request a member of the Senior Leadership Team will discuss the request with parents and, as appropriate, with the student, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. A record of the request and outcome will be kept. The school will

grant a parent's request unless there are exceptional circumstances, as set out in the statutory guidance. Students who are withdrawn will receive appropriate and purposeful education during the relevant lesson.

9. Safeguarding

RSE may lead to students raising safeguarding concerns or making disclosures.

Staff cannot promise students absolute confidentiality. Any safeguarding concern must be dealt with promptly in accordance with the school's Child Protection and Safeguarding Policy and *Keeping Children Safe in Education*, including referral to the Designated Safeguarding Lead or a Deputy DSL as appropriate. Students will be able to speak privately to staff and will be made aware of appropriate sources of support. Personal information will be treated sensitively but may be shared where necessary to safeguard the student or another person.

10. Consultation and review

This policy has been developed in consultation with staff, students and parents and is subject to a regular cycle of review. It is published on the school's website. RSE provision is subject to the school's quality assurance programme, and is monitored and evaluated regularly, for example through lesson visits, pupil voice, staff feedback and curriculum reviews.

Policy review will include an assessment of the needs of the students and how they may have changed, an evaluation of the effectiveness of materials and resources, and seeking the opinions of parents and students through surveys or group discussions as appropriate.

Parents may be provided with further information about the programme during the year, for example during online parents' briefings and will be invited to feed back their views.

11. Ratification and review

The School will review this policy in line with the Langley Grammar School policy framework agreed by the Governing Board.

Reviewed by	Assistant Headteacher	Date	July 2026
Approved by	Headteacher	Date	September 2026
Next Review	Assistant Headteacher	Date	July 2028

Appendix 1 - The taught RSE Programme

a) Aims of the programme

The overall aims of the RSE programme are to:

- provide accurate information about, and understanding of RSE issues;
- dispel myths;
- explore a range of attitudes towards RSE issues and to help students to reach their own informed views;
- develop respect and care for others;
- increase students' self-esteem;
- develop skills relevant to effective management of relationships and sexual situations. Examples include communication with and empathy towards others, risk assessment, assertiveness, conflict management, decision making, seeking help and helping others.

b) Programme content.

The RSE programme is structured in a developmental manner so that issues are explored in greater depth as students mature.

The intended programme is set out in Appendix 2 but will be adapted to the needs of each year group within a changing societal context. For example, the needs and experiences of Year 7 now may be different to those of the current Year 11s when they were in Year 7.

c) Curriculum delivery.

The taught RSE programme is delivered:

- through Science lessons which deal with the biology of reproduction
- as part of the school's approach to PSHE and Citizenship
- through Philosophy & Ethics lessons dealing with ethical questions and religious viewpoints
- on non-timetabled 'Focus Days'
- by visiting speakers from organisations appropriate to the students' ages and the topic covered
- through assemblies led by school leaders, students or visitors.

The majority of the RSE programme is delivered through timetabled Personal and Citizenship Studies (PCS) lessons in Years 7-11. A year-by-year overview of the main topics delivered through Personal and Citizenship Studies is published on the curriculum pages of the school website.

d) Methodology and resources.

A wide range of teaching methods are used that enable students to actively participate in their own learning. This includes the use of quizzes, case studies, research, role play, videos, small group participation and discussion and use of appropriate guest speakers.

Where there is a clear rationale for doing so and it is regarded as particularly beneficial, students may be divided into single-gender groups for a part or the whole of a lesson. Occasional use of theatre in education productions and outside speakers will also form part of the programme.

Teaching is conducted in a safe learning environment through the use of ground rules and distancing techniques so that students are not 'put on the spot' or expected to discuss their own personal issues in class. Teaching resources are selected on the basis of their appropriateness to our students.

e) Answering students' questions

We believe that students should have opportunities to have their genuine questions answered in a sensible and matter-of-fact manner. However, occasionally a student may ask a particularly explicit, difficult or embarrassing question in class. Teachers will use their skill and discretion to decide about whether to answer questions in class and, if so, how. They establish clear parameters of what is appropriate and inappropriate in class by discussing clear ground rules with students.

Where a student who has been withdrawn from sex education asks a related question, staff will respect the withdrawal arrangements while ensuring that the student is appropriately supported and signposted to safe and reliable sources of information.

f) External agencies, speakers and providers

External speakers or providers may be used where they enhance the RSE programme. The school remains responsible for the content delivered.

Before using an external provider, the school will:

- check the suitability and credentials of the provider;
- review lesson plans and materials in advance to ensure that they are accurate, age-appropriate, balanced and accessible;
- ensure that materials can be made available for parents to view; and
- agree appropriate safeguarding arrangements.

The school will not enter into arrangements which prevent parents from viewing materials used with their children. Particular care will be taken when external resources address contested issues. Where external resources address biological sex, gender reassignment or related contested issues, parents will be consulted about the content in advance;

g) Monitoring and evaluation

The programme will be regularly evaluated by the PCS Coordinator. Feedback from parents, students and teachers who deliver the programme will be used to make changes and improvements to the programme on an ongoing basis.

Appendix 2 – Curriculum content as detailed in the DfE's statutory guidance.

Secondary relationships and sex education curriculum content

Schools should continue to develop knowledge of topics specified for primary as required and in addition 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.

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

Being Safe

Curriculum content:

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

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

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

Intimate and sexual relationships, including sexual health

Curriculum content:

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

Secondary health and wellbeing curriculum content

Schools should continue to develop knowledge of topics specified for primary as required and in addition 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.