



Relationships, Sex and Health Education Policy

Date of last review by Local Governing Body	September 2026
Review cycle	Annual
Policy due for review by Local Governing Body	September 2027

Introduction

At Will Adams Academy we are strongly committed to the development and implementation of high-quality Relationships, Sex and Health Education (RSHE) with our students. Strong partnerships have been established with outside statutory agencies such as Medway Council's Sexual Health Services and Medway Youth Service which help to ensure that our students receive consistent and relevant messages about sexual health and relationship issues. Special attention is paid to alerting students about further assistance and advice that they can receive from other local services.

Health Education is encouraged across the curriculum at Will Adams Academy, through Physical Education, Food and Cooking lessons, Life skills lessons and RSHE. It is found to be most effective when health issues that are of relevance and interest to students are introduced to lessons. For RSHE to be effective it is essential that staff are confident and competent in working with students from all backgrounds and upbringings and feel they have the support and full backing of other staff, outside agencies, parents/carers and also from Medway Council.

This policy is designed to provide clarification and support to enable teachers and support workers to work either:

- Proactively - by delivering a targeted and relevant RSHE curriculum with specific goals and objectives to students.

Or

- Reactively - in response to students who approach staff in need of advice or further support.

What is Relationships and Sex Education?

RSHE is lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills and clarifying attitudes and values.

"Good quality RSHE helps young people to develop positive relationships, avoid negative outcomes such as unplanned pregnancy and enjoy good sexual health throughout their lives." – Sex Education Forum, 2008

This definition asserts that RSHE needs to address the social as well as the biological aspects of sex, sexuality and sexual health.

Aims and Objectives of Relationships, Sex and Health Education at Will Adams Academy

RSHE should help and support young people through physical, emotional and moral development as they move through puberty and adolescence into adulthood.

Effective RSHE offers young people:

- Opportunities to make responsible and well-informed choices about their behaviour and attitudes
- Support which builds their self-esteem and confidence to enable them to value and respect themselves and others
- The ability to develop the skills and understanding they need to live confident, independent and healthy lives
- Access to up-to-date, accurate and unbiased information and confidential advice and support

Statutory Requirements

As a secondary academy, we must provide RSHE to all pupils under section 34 of the [Children and Social Work Act 2017](#).

In teaching RSHE, we're required by our funding agreements to have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

Delivery

Young people need RSHE to be delivered in a secure, trusting environment where they feel comfortable expressing their views and where individual experiences and differences are treated sensitively.

Comprehensive RSHE from staff at Will Adams Academy working collaboratively alongside sexual health services aims to:

- Reduce the negative outcomes of sexual activity including unwanted pregnancies and sexually transmitted infections.
- Delay the age at which young people first have sexual intercourse.
- Lead in the clarification of attitudes and values.
- Improve the quality of their relationships with partners, family and friends.

RSHE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

Education

The aim of RSHE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting (and not applying) pressure to have sex. It should teach what is acceptable and unacceptable behaviour in relationships.

This will help students understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed. Further to this, work on body health and healthy lifestyles will be covered across the curriculum.

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is accessible to pupils with SEND
- Is sensitive to all pupils' experiences

➤ During lessons, makes pupils feel:

- Safe and supported
- Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
- Give careful consideration to the level of differentiation needed

Staff Responsibilities

It is the responsibility of staff at Will Adams Academy to:

- Ensure that this policy is complied with in a non-judgemental way.
- Act as a responsible role model for young people at all times.
- Provide RSHE that is inclusive of all young people, addresses the needs of marginalized and vulnerable groups and challenges racism, sexism and other prejudices.
- Establish a set of ground rules for group-based activities.
- Offer targeted provision, for example, single gender groups, or specific groups such as gay or lesbian young people.
- Challenge racism, sexism, homophobia and other prejudices.
- Recognise young people's starting point and respond appropriately.
- Have as a priority the promotion of self-esteem and assertiveness.
- Provide reliable information thereby empowering young people to make their own decisions.
- Ensure working methods and resources reflect inclusiveness and embrace the needs of all young people.

At all times staff must follow the Child Protection policies at the Will Adams Academy during the delivery of sexual awareness sessions.

Policy Development

As this policy develops, it will involve consultation with staff, pupils and parents/carers. The consultation and policy development process will involve the following steps:

- Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy
- Pupil consultation – we investigated what exactly pupils want from their RSHE
- Ratification – once amendments were made, the policy was shared with governors and ratified

Information for Parents and Carers

Parents/carers have the right to withdraw their child from the [non-statutory/non-science] components of sex education within RSHE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents/carers and take appropriate action.

Alternative school work will be given to pupils who are withdrawn from sex education.

In Appendix 1, an overview of the subjects covered in Key Stage 4 can be found.

Visiting Speakers

Part of the school's policy is to include speakers from outside agencies to offer advice, support and further education to students.

A strong relationship has been established with Medway Council's Sexual Health Team who will contribute to RSHE teaching sessions and also provide specialist resource materials. Their staff are C- card trained and are able to give thorough sexual health and contraceptive advice.

All visiting speakers will be clear about the school policy and government guidelines regarding RSHE. The sessions are carefully planned between the Sexual Health Team and the Vocational Co- Ordinator. All subject matters will have been agreed and carefully planned and considered to meet the needs and also the requests of students. A member of staff will always be present with the visiting speaker during these workshops.

Information for Students

Confidentiality

Will Adams Academy aims to support students, but staff will not offer absolute confidentiality. It may be necessary that if a child protection issue arises then certain confidences must be passed on. This must be made aware to students at the start of the RSE curriculum and also as matters arise.

Staff will draw upon their professional judgement and common sense to deal effectively with any explicit issues raised by a student. Staff are aware that particular care must be exercised in relation to contraceptive advice to students under 16, for whom sexual intercourse is unlawful.

Health Concerns

Any health concerns can be discussed freely with staff who can lend advice and inform students where they can go to seek further medical advice and support. Staff are not able to diagnose any problems for students.

Contraception

Staff and support agencies who have undergone specific C-card training may provide students, including those under 16, with condoms in line with Medway's C-card Scheme. The supply of condoms is not seen as promoting sexual activity, merely as providing the means to engage in it more safely.

Student Pregnancy

If a student suspects that she is pregnant and approaches staff for guidance, it is their role to support her and encourage her to tell her parents or carers. Staff may help the student to consider her options in a non-judgemental manner, but the emphasis must be on support to the student and then on referral. Staff must advise the student where she can get further support and advice.

Further Information

Sexual Health Support and Services in Medway		
Site	Contact Details	Services Offered
Sexual Health Clinic	<u>Address:</u> Medway Maritime Hospital Level 3, Green Zone Windmill Road Gillingham, ME7 5NY <u>Phone:</u> 01634 825009	• Relationship advice • Family planning • Condom provision • Emergency contraception • Pregnancy testing • STI testing
Elm House <i>(Please call Elm House for information on clinics in the following areas: Holding Street, Balmoral Gardens, Rainham, Lordswood, Strood and Tywdall)</i>	<u>Address:</u> 15 New Road Avenue Chatham, ME4 6BA <u>Phone:</u> 01634 400123	

Useful Websites

Websites for young people:

- mindbodysoul.gov.uk (young teens)
- ruthinking.co.uk (teens)
- playingsafely.co.uk (older teens)
- likeitis.org
- need2know.co.uk

Websites for staff:

- fpa.org.uk
- brook.org.uk
- avert.org.uk
- parentlineplus.org.uk

APPENDIX 1

TOPIC	PUPILS SHOULD KNOW
Families	• That there are different types of committed, stable relationships • How these relationships might contribute to wellbeing, and their importance for bringing up children • 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 • That ‘common-law marriage’ is a myth, and cohabitants do not obtain marriage-like status or rights from living together or by having children • That forced marriage and marriage before the age of 18 are illegal • How families and relationships change over time, including through birth, death, separation and new relationships. • 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 • 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, including friendships	• About 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 • 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 • 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 • What tolerance requires, including the importance of tolerance of other people’s beliefs • 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 • 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 • Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration

TOPIC	PUPILS SHOULD KNOW
	• The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care and 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 okay • 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 • 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 • 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 • 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	• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About 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. They should also understand the difference between public and private online spaces and related safety issues • 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 • About the characteristics of social media, including that some social media accounts are fake, and/or may post things which aren’t real or have been created with AI. They should also know 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 • That keeping or forwarding indecent or sexual images of someone under 18 is a crime (even if the photo is of themselves or someone who has consented, and even if the photo was created by that child and/or using AI generated imagery). The potentially serious consequences of acquiring or generating images, indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. That sharing indecent images of people over 18 without their consent is also a crime

TOPIC	PUPILS SHOULD KNOW
	• How to seek support. They should also 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 • 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 • 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 • That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons • 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 glamourise behaviours which are unhealthy and wrong • That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice • 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 • 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. That this can affect people who see pornographic content accidentally, as well as those who see it deliberately. That pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it • How information and data is generated, collected, shared and used online • That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (for example, to enable targeted advertising) • That criminals can operate online scams, such as 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 • 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. That 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	• 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 • 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

TOPIC	PUPILS SHOULD KNOW
	• 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 • How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. About ways of seeking help when needed and how to report harmful behaviour. 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. About the importance of trusting their instincts when something doesn't feel right, and they should understand that in some situations a person might appear trustworthy but have harmful intentions • 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 • That sexual harassment includes unsolicited sexual language, attention or touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting • About concepts, laws and where to find support relating to: ○ Sexual violence, including rape and sexual assault ○ 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 ○ Domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour ○ Harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation ○ Forced marriage ○ 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 • That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed • 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 • 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

TOPIC	PUPILS SHOULD KNOW
	• 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	• That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive • 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 • About 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, such as the law, their faith and family values. That kindness and care for others require more than just consent • 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 • That some sexual behaviours can be harmful • 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 • 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 • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted. How risk can be reduced through safer sex (including through condom use) • About 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 • About the prevalence of STIs, the short and long-term impact they can have on those who contract them, and key facts about treatment • How the use of alcohol and drugs can lead people to take risks in their sexual behaviour • How and where to seek support for concerns around sexual relationships including sexual violence or harms • How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment
Mental wellbeing	• How to talk about their emotions accurately and sensitively, using appropriate vocabulary • The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness • 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

TOPIC	PUPILS SHOULD KNOW
	• 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 • 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 • How to critically evaluate which activities will contribute to their overall wellbeing • 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. • 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 • 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	• 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 • 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 • 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 • About the risks related to online gambling and gambling-like content within gaming, including the accumulation of debt • 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 • About the risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online • About 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	• 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 • Factual information about the prevalence and characteristics of more serious health conditions

TOPIC	PUPILS SHOULD KNOW
	• That physical activity can promote wellbeing and combat stress • The science relating to blood, organ and stem cell donation
Healthy eating	• How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease • The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease • About the impacts of alcohol on diet and unhealthy weight gain
Drugs, alcohol, tobacco and vaping	• 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 • About the law relating to the supply and possession of illegal substances • About 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 • 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 • About the physical and psychological consequences of problem-use of alcohol, including alcohol dependency • About the dangers of the misuse of prescribed and over-the-counter medicines • 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 • 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	• Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics • 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 • How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals • The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening • 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 • 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

TOPIC	PUPILS SHOULD KNOW
	• 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 • 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 • 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	• 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) • How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media • 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 • Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime • 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) • 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	• Basic treatment for common injuries and ailments • Life-saving skills, including how to administer CPR • The purpose of defibrillators, when one might be needed and who can use them
Developing bodies	• The main changes which take place in males and females, and the implications for emotional and physical health • The facts about puberty, the changing adolescent body, including brain development • 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 • The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women

