

Relationships, Sex and Health Education (RSHE) Policy



Leigh
Stationers' Academy

2025-26

Document Title:	Relationships, Sex and Health Education (RSHE) Policy
Policy Status:	APPROVED
Author:	Mr Smith, Vice Principal
Approved by:	Mr Sparks, Principal
Date of Issue:	September 2025
Date of Review:	August 2026

Name	Role	Email Address
Mr Hill	Assistant Principal	rich.hill@stationers.latrust.org.uk
Mr Smith	Vice Principal	stephen.smith@stationers.latrust.org.uk
Mr Sparks	Principal	joseph.sparks@stationers.latrust.org.uk

Vision: A community where no student is left behind.

We are united by the belief that every young person should feel known, valued, and supported to succeed - academically, socially, and personally.

Mission

At Leigh Stationers' Academy, we develop principled, knowledgeable, and ambitious learners who contribute to their communities and the wider world. Rooted in the values of the International Baccalaureate, we empower students to strive for academic excellence, nurture their wellbeing, and embrace diversity. Through our distinctive college model and inclusive culture, every young person should feel known, valued, and supported to succeed - academically, socially, and personally, ready for life beyond school.

Values – The LSA Way

Our values define who we are and how we work:

- **Leadership** – We develop confident, principled students who act with integrity, take initiative, and contribute positively to their community.
- **Scholarship** – We nurture curiosity, independence and a love of learning that lasts a lifetime. Our students develop the habits of lifelong learners who think critically, reflect deeply, and seek to understand the world.
- **Achievement** – We believe every student can succeed and we support them to realise their personal, academic and future goals.

Rationale and Ethos

This document uses the term 'RSE' to include both relationships education and relationships, health and sex education. It outlines our academy's approach to RSE, in line with the Department for Education's Statutory Guidance for RSE in Secondary Schools (2025). This policy has been produced by the Vice Principal for Personal Development and Wellbeing, in consultation with the Principal and the Academy Governing Body.

We define 'relationships and sex education' as equipping students with the essential knowledge and understanding to express themselves freely and safely, in an environment that promotes positive body image and respectful relationships. RSE supports students in developing the social skills and moral values necessary to make safe, healthy, and informed decisions that promote their personal well-being, both now and in the future.

This is underpinned by our academy values of Leadership, Scholarship and Achievement:

- **Leadership** – At Leigh Stationers' Academy, leadership means guiding and inspiring others by setting a positive example and making a meaningful contribution to the school and wider community.
- **Scholarship** – Scholarship reflects a commitment to learning, demonstrated by working hard, doing one's best, and striving for knowledge and understanding.
- **Achievement** – Achievement is about setting and reaching personal and academic goals through resilience, perseverance, and ambition.

We view the partnership between home and school as vital in delivering a high-quality RSE curriculum that supports students' wider personal development and wellbeing. Together, we aim to equip students to become responsible and conscientious global citizens in the 21st century.

At Leigh Stationers' Academy, we believe we have a responsibility to prepare students for life beyond school, helping them to develop transferable skills that go beyond academic achievement. Through our Personal Development programme, we guide students to embody the values and behaviours that reflect our academy ethos and support their holistic development and future success.

We ensure that RSE is inclusive and accessible for all pupils, including those with special educational needs and disabilities (SEND), by adapting provision appropriately. The RSE curriculum is regularly reviewed in collaboration with our Head of Inclusion, Ms Dooley, to ensure it meets the individual needs of all learners.

We are committed to promoting gender equality and LGBT+ inclusion, reflecting the values of modern British society and the principles of equality enshrined in British law. Our staff and student community is inclusive of all races, sexualities, disabilities, religions and beliefs, and we aim to lead by example in promoting respect and equality.

The intended outcomes of our RSE programme are that all students understand the diverse makeup of modern British society, uphold British values, and develop a strong sense of identity and social responsibility. We want our students to grow into resilient, creative, confident communicators: compassionate, open-minded, and principled individuals who act with integrity, both offline and online.

Roles and Responsibilities

The RSE programme at Leigh Stationers' Academy is led by the Vice Principal for Personal Development and Wellbeing and an Assistant Principal who is responsible for the resourcing of our RSE curriculum. It is primarily delivered by form tutors during tutor time, forming part of the wider Personal, Social, Health and Economic (PSHE) Education curriculum.

Most aspects of the PSHE programme, including RSE, are delivered by form tutors and supported by standardised resources, as well as expert input from external and specialist agencies. The curriculum has been carefully planned in collaboration with

the Safeguarding and Inclusion team and the Religious Studies team to ensure it is inclusive, relevant, and responsive to the needs of our students and the wider academy community.

Legislation: Statutory Regulation and Guidance

At Leigh Stationers' Academy, we follow the Department for Education's definition of Relationships and Sex Education (RSE):

"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. 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."

(DfE, Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance, 2025)

As a secondary academy, we are required to provide RSE to all pupils under Section 34 of the Children and Social Work Act 2017. In delivering RSE, we are also required—under the terms of our funding agreement—to have due regard to guidance issued by the Secretary of State, as outlined in Section 403 of the Education Act 1996. RSE at Leigh Stationers' Academy is delivered in accordance with this policy.

This RSE policy also reflects the following legislation and statutory guidance:

- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance: SRE for the 21st Century (2014)
- Keeping Children Safe in Education

Curriculum Design

Our RSE programme is designed to reflect the needs of all stakeholders and is regularly reviewed through staff surveys, student surveys, parental workshops, and meetings with our safeguarding leads. This ensures that content remains relevant, inclusive, and responsive to our school community.

The curriculum is planned in line with the Department for Education's statutory guidance for secondary schools and is tailored to meet the contextual needs of our students. Students in Key Stages 3, 4 and 5 have access to centrally planned resources, which are adapted to suit individual learning needs and circumstances.

All topics are mapped to the full scope of the DfE guidance, ensuring that students receive comprehensive and age-appropriate education across the key themes of RSE. Lessons incorporate a wide range of activities and high-quality resources to encourage inquiry, engagement and critical thinking. Students are given regular opportunities to reflect on their learning, and a variety of formative assessment strategies are used to monitor progress and understanding.

The curriculum is further enriched through partnerships with high-quality external providers such as Little Fish, Transport for London (TfL), and Greenwich Health Practitioners, who bring additional expertise and insight to the programme.

RSE is an integral part of our wider Personal Development curriculum at Leigh Stationers' Academy. It aims to:

- Provide accurate and age-appropriate information and understanding of RSE-related issues
- Dispel myths and misunderstandings
- Explore a range of attitudes towards RSE, helping students develop informed views and make positive choices
- Promote respect and care for others
- Support students in developing positive body image and self-esteem

- Develop key skills for managing relationships and sexual situations, such as risk assessment, assertiveness, conflict resolution, decision-making, and help-seeking
- Contribute to a reduction in teenage pregnancies, sexually transmitted infections, and abortion rates
- Promote awareness of human sexuality and challenge sexism, homophobia, and all forms of prejudice through the active promotion of equality and diversity
- Provide knowledge of, and access to, support services
- Strengthen students' understanding of British Values and their role in the wider community and the world around them

Our approach to RSE is underpinned by the academy's values, Leadership, Scholarship and Achievement, and rooted in a strong moral and ethical framework. It is based on the following principles:

- The value of stable, healthy and loving relationships
- Respect, understanding and empathy for others, regardless of background, sexuality, culture or beliefs
- The right not to be exploited or abused
- The right to form relationships based on mutual consent
- Access to help and advice from trusted adults and advisory services

Safe and Effective Practice

We ensure a safe and respectful learning environment by establishing clear ground rules with students before delivering any aspect of RSE. Pupils are regularly reminded of the importance of maturity, kindness, and empathy, especially when discussing sensitive topics.

Students are taught to use distancing techniques, which depersonalise the scenarios under discussion. These techniques allow students to explore issues safely without having to speak or act as themselves. Pupils' questions are addressed by the class teacher. If a student does not feel confident asking a question openly, alternative methods, such as anonymous Google Form submissions, are available, and teachers respond to these in subsequent sessions. Online lesson resources, monitored by the form tutor, also allow students to share questions or concerns discreetly.

Sensitive issues are approached with care by trained staff, supported by the Academy's Student Services Managers, Designated Safeguarding Leads, and Head of Inclusion. Where appropriate, additional support is sought from external practitioners.

All staff teaching RSE are supported by the Assistant Principal responsible for RSE and the Academy's Safeguarding Team. CPD is provided to ensure staff are confident and well-prepared to deliver sensitive content.

Students have access to a range of support, including the school nurse, the pastoral team, information materials (such as books, posters, and leaflets in public areas), and enrichment opportunities through cross-curricular events and external programmes.

The School Nurse

The school nurse works under the Fraser Guidelines, which permit confidential advice and treatment (including for students under 16) when the nurse is satisfied that the young person has the maturity to understand the information being shared. The nurse cannot persuade a student to inform their parents, nor share information without consent, unless safeguarding concerns arise.

If it is believed that a student's physical or mental health would suffer without support, the nurse is permitted to offer contraception advice, issue condoms, and provide pregnancy testing. Where the school nurse contributes to the delivery of the academy's RSE programme, they do so in accordance with this policy.

Inclusion

Students will have varying needs in relation to RSE, depending on their background and personal circumstances. Leigh Stationers' Academy is committed to ensuring that all pupils receive high-quality, inclusive RSE, in line with our Equality Policy.

We are mindful of:

- The differing needs of boys and girls, and the importance of engaging both actively
- Respecting cultural and religious beliefs while promoting tolerance and understanding
- Recognising and valuing different family structures, ensuring no family unit is stigmatised
- Addressing and challenging homophobic, sexist and discriminatory behaviours in line with British law
- Providing adapted and personalised RSE provision for students with Special Educational Needs and Disabilities (SEND), ensuring accessibility and relevance

Safeguarding

Teachers are aware that effective RSE—particularly when exploring what is and is not appropriate in a relationship—may lead to a safeguarding disclosure. If this occurs, the teacher must consult with the appropriate member of the academy's Safeguarding Team, which includes the Designated Safeguarding Lead (DSL) and several Deputy Designated Safeguarding Leads (DDSLs).

All concerns will be followed up in line with the procedures set out in the Academy Safeguarding Policy, which is available on the academy website.

Visitors and external agencies supporting the delivery of RSE are required to present valid DBS checks and read the Academy Safeguarding Policy prior to working with students. The protocol for inviting visitors into lessons is overseen by the Vice Principal responsible for Personal Development, and only external agencies and charities whose work has been quality assured to check that external resources are accurate, age and stage appropriate and unbiased and appropriately monitored are engaged.

Engaging Stakeholders

Parents and carers are informed about this policy and the RSE curriculum through the academy website. They are also invited to attend a Personal Development Information Evening, where further details about the RSE programme are shared.

The policy and full curriculum overview are available on the academy website. All resources are shared and accessible via Google Classroom. Parents may request to view specific curriculum materials or discuss the content and delivery of RSE lessons with the Vice Principal, Mr Smith, via stephen.smith@stationers.latrust.org.uk.

We are committed to working in partnership with parents and carers. Parents will be kept informed of what is being taught and provided with additional resources and guidance through the academy website.

Right to Withdraw from RSE

Parents will be notified in advance, via email, when Relationships and Sex Education content is scheduled to be taught. In line with statutory guidance, parents/carers have the right to request withdrawal from sex education that falls outside the National Curriculum for Science.

In such cases, a meeting will be arranged with the Vice Principal to discuss the request, the benefits of sex education, and any detrimental effects of withdrawal, including social and emotional impacts on the child, as well as explore alternative arrangements where agreement cannot be reached. Please note that the Principal has the right to refuse such requests in exceptional circumstances, for example due to safeguarding concerns or a child's vulnerability.

Please note that a pupil has the right to opt back into sex education from three terms before the pupil turns 16, even if their parent has requested withdrawal.

Parents do not have the right to withdraw their child from the relationships or health education elements of the RSE curriculum, as these are statutory requirements in all secondary schools.

Monitoring, Reporting and Evaluation

The academy's leadership team will monitor the delivery of RSE through learning walks. In addition, teachers will complete a survey each module to reflect on their delivery and confidence, and students will complete a survey each module to provide feedback on their learning and experience.

RSE provision is regularly discussed at staff and governor meetings. The curriculum, policy, and use of external agencies are audited at least annually to ensure they remain relevant and effective.

RSE Policy Review Date

This policy will be reviewed by the Vice Principal for Personal Development and Wellbeing in August 2026, to ensure it remains fully aligned with statutory requirements and the needs of students at Leigh Stationers' Academy.

Appendix 1: RSE Guidance by the Department of Education - Secondary Education

By the end of secondary education, students should know:

- 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 marrying 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.
- 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.
- 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.
- 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.
- 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.

- Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
- 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.
- 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.
- 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.
- 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.
- 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. 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.
- 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. 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.
- 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 (e.g. to enable targeted advertising).
- 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.
- 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.
- 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.

- 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. 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.
- 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/touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting.
- The concepts and laws relating to sexual violence, including rape and sexual assault.
- 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.
- The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.
- That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.
- The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.
- The concepts and laws relating to 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 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.
- 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.
- 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.
- 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.
- 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, 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online.
- 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.
- 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.
- That physical activity can promote wellbeing and combat stress.
- The science relating to blood, organ and stem cell donation.

- 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.
- The impacts of alcohol on diet and unhealthy weight gain.
- 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.
- The law relating to the supply and possession of illegal substances.
- 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.
- The physical and psychological consequences of problem-use of alcohol, including alcohol dependency.
- 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.
- 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.
- 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.