

# Presdales School



*'Achievement for All'*

<b>Title</b>	Policy for Personal, Social and Health Education (PSHE) and Relationships and Sex Education (RSE)
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## Vision

At Presdales School we promote the importance of Personal, Social and Health Education for our students to enable them to have the knowledge, skills and understanding they need to be equipped for the world they live in. We aim for our students to develop independence, resilience and ambition in order for them to thrive and succeed in everyday life. We strongly believe that students need to know how to keep safe and be healthy and how to manage their academic, personal and social lives in a positive way.

The school vision to equip our students with the skills and attributes to empower them to lead happy and successful lives, enabling them to make a meaningful contribution to our global society, is a key dimension of our PSHE programme. The delivery of PSHE fully embraces the school's values of kindness, integrity, equality, resilience, creativity and ambition. The PSHE programme aims to support students' academic progress to enable them to achieve their potential.

Under government requirements outlined in 'The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019' made under section 34 and 35 of the 'Children's Social Work Act 2017' we will be delivering compulsory Relationships and Sex Education and Health Education to all students. Updates to RSHE requirements from the DfE are being implemented ready for teaching from September 2026.

## Overview

PSHE promotes students' personal, social and emotional development, as well as their health and wellbeing. It provides the knowledge, skills and attributes that students need to lead healthy, safe, responsible and fulfilled lives now and in the future.

Students develop knowledge and understanding about all aspects of personal relationships, physical health and mental wellbeing, social issues and financial decisions. These fundamental life skills help them to manage their feelings and to develop emotional intelligence.

Personal Education	This aspect of the curriculum aims for students to develop a clear sense of self-awareness and identity; understanding individual values and opinions; the ability to handle strong emotions. It allows students to investigate and begin to forge their own views and opinions of key issues of the day whilst demonstrating tolerance and respect for others. This provides the opportunity for students to build their knowledge of the worlds of finance and employability.
Social Education	The relationships that students find themselves in are complex and varied from familial to plutonic to intimate and they will investigate the features of healthy positive connections with others, how to manage conflict, loss and

	bereavement. Our students will build an awareness of risk and danger whilst also knowing where to find additional support from within school and from external organisations. This will be applicable to the student's online and face-to-face relationships and interactions. It will also outline what the law says about relationship issues including FGM, abuse and sexual harassment.
Health Education	Students are given the opportunity to consider the decisions that they make and how to take responsibility for the care of their body and health - both physical and emotional health. This provides students with current available data and research on which to base their decision-making.
Sex Education	Students will be able to consider the place of sexual relations within intimate relationships. Students prepare for puberty, understand sexual development and sexual health issues. It will cover contraception and consent within relationships.

### **Responsibilities and Delivery**

The PSHE Lead ensures the effective delivery of the PSHE content through the Learn 4 Living programme to all students. Delivery of this programme happens through lessons and assemblies.

In Years 7, 8 and 9 students will have one timetabled lesson per week of Learn 4 Living which is delivered by a member of teaching staff in a growing department.

In Years 10 and 11 students have drop down days at regular points in the year covering the required PSHE content via a variety of themed workshops delivered by specialist staff and/or external providers. If a student is absent there will be a catch-up session available to cover key content.

In Years 12 and 13, although not statutory, PSHE is delivered to students tailored to recognised needs (as identified and agreed by the Sixth form leadership team) at regular intervals by specialist staff and/or external providers.

We are committed to developing a team of specialist teachers to deliver the Learn 4 Living programme in a sensitive way with a positive approach. Staff monitor student progress and respond to the needs of individual students. We recognise the importance of regular training and updates for staff to enable students to receive meaningful content and to ensure staff deliver controversial topics in a professional manner with their personal beliefs and attitudes not influencing their teaching. Termly lunchtime Q&A sessions for teaching staff are available to support teaching in the classroom in addition to regular dialogue. On occasions we do invite outside speakers with specialist knowledge of subjects being taught into school to deliver sessions.

## **Curriculum**

A rigorous programme of study covering all new statutory content, plus additional content relevant for our students, has been developed to deliver a comprehensive exciting and stimulating learning experience for all students.

Teaching has been planned to have the most meaningful impact by breaking down topics into manageable units, with a focus on the clear communication of difficult issues and with as many opportunities as possible for students to relate what they have learnt to real life situations. Where appropriate some topics are revisited in each key stage when students are ready to progress in their learning about issues in more detail due to age related content.

All lessons are taught within a safe environment where all students have the opportunity to ask questions in a non-threatening way. Staff use agreed class ground rules in every lesson to ensure that sensitive topics and difficult concepts are explored in a meaningful manner.

Resources for teaching are sourced from a variety of reputable providers who specialise in the provision of suitable age-related information delivered in a sensitive manner. Particular emphasis/use is made of guidance given by the national PSHE Association to ensure we are delivering suitable content.

There are many cross-curricular links within the Learn 4 Living programme. It has been developed to complement the teaching in related subject areas such as a Physical Education, Food Technology, Computing Studies, Science, PRE, Citizenship and SMSC/British Values. Where this is the case, this link is highlighted to students and identified on schemes of work to support planning.

See Appendix A for the Learn 4 Living whole school programme - Update is underway ready for September 2026.

See Appendix B for government requirements about what students are required to learn in Relationships and Sex Education teaching.

See Appendix C for government requirements about what students are required to learn about physical health and mental wellbeing.

## **Relationships and Sex Education (RSE)**

RSE aims to give students the information they need to develop healthy and nurturing relationships of all kinds. They learn the attributes of a healthy relationship and what makes a good friend, colleague, a successful marriage or other type of committed relationship. There is an emphasis on the importance of all types of positive relationships in becoming a successful and happy adult. They are taught what is acceptable and unacceptable behaviour in relationships. The link between positive relationships and good mental wellbeing is

emphasised, as well as making clear the lasting negative impact of unhealthy relationships on mental health.

Effective RSE teaches students to understand sexuality and to respect themselves and others. We aim to equip students to make safe, informed and healthy choices as they progress into adult life and encourages them to understand reasons to delay sexual activity so that they can develop fulfilling and intimate relationships at appropriate times. Students are taught the facts and the law about sex, sexuality, sexual health, gender identity and pregnancy in an age appropriate, sensitive and inclusive way. Students are taught about a range of perspectives and the need to respect the rights of others to make their own decisions.

### **Equality and inclusion**

Our PSHE programme has been devised with a view to ensuring we meet the requirements of the Equality Act 2010 so that there is no discrimination against students because of their protected characteristics (which could cover their sex, race, disability, religion, gender reassignment, pregnancy/maternity, marriage/civil partnership or sexual orientation). Equality is a key underpinning principle of PSHE teaching and reasonable adjustments are made to alleviate disadvantage when planning the delivery of related subject material. Within our teaching we use gender neutral examples and names for characters to reduce the risk of enforcing stereotypes. There is also no stigmatisation of students based on their home circumstances and areas of learning reflect sensitively that some students may have a different structure of support around them. Positive action is also taken to support students dealing with a particular disadvantage due to a protected characteristic by, for example, adapting the teaching programme for the student body to address relevant issues. We aim to foster healthy and respectful peer-to-peer communication and behaviour through the delivery of PSHE teaching and a whole school approach where we do not accept prejudiced behaviour and any occurrences are identified and tackled.

### **SEND**

PSHE teaching needs to be accessible to all students and the needs of SEND students are of particular importance. We recognise that teaching PSHE to SEND students does require differentiation and adapting the delivery of topics will need to be based on individual needs. Due to the nature of their SEND, these students may be more vulnerable to exploitation and may be more susceptible to social, emotional and mental health issues further emphasising the importance of PSHE teaching to their wellbeing.

### **Safeguarding**

At the heart of our teaching students PSHE is a focus on keeping children safe and we recognise the need for schools to play an important role in preventative education. Part of government guidance on 'Keeping Children Safe in Education' is teaching about safeguarding through the curriculum and this is predominantly delivered through PSHE teaching and assemblies.

At Presdales School the PSHE curriculum has been devised by the PSHE Lead in conjunction with the Designated Safeguarding Lead to ensure that all topics related to safeguarding needs are incorporated into the curriculum plan.

The school's Safeguarding Team play a key role in delivering PSHE lessons that are specifically related to safeguarding. Other sensitive topics are delivered by staff who are part of our Pastoral Team to ensure that they are dealt with appropriately. All staff delivering PSHE lessons know that if a student raises a safeguarding concern with them, that they pass it to the Safeguarding Team in a confidential, timely manner (as set out in our Child Protection Policy).

We value the expertise of external speakers in delivering PSHE lessons/assemblies because we know that students benefit from their specialist knowledge of issues in the wider world. When external speakers are invited to deliver PSHE sessions to students, speakers are vetted and they adhere to our Visiting Speakers Agreement to ensure the suitability of what they say to students.

### **Assessment**

Staff will be closely monitoring the progress of students in the Learn 4 Living programme and will use the start/finish topic trackers as a means of gauging improvements in student confidence with the subject material covered. Where appropriate, assessment will be in the form of short quizzes to ensure that students have successfully acquired key knowledge and concepts. Further opportunities for assessment will stem from issues-based content in the form of presentation, role play, feedback, research or extended writing.

Learning walks of lessons and workshop sessions will take place to ensure quality and consistency of content delivery.

### **Right to Withdraw**

Whilst we emphasise the importance of all students receiving the PSHE Learn 4 Living teaching programme throughout their years at Presdales School, we recognise that parents have a right to request that their child be withdrawn from some or all of the sex education delivered as part of statutory Relationships and Sex Education. There is no right for parents to withdraw from Relationships Education or Health Education.

In such circumstances where parents wish to withdraw their child from sex education we follow government guidance in following recommended processes; requests are made to

the Head Teacher who discusses the request with the parents and the child to ensure their wishes are understood and to clarify the nature and purpose of the curriculum. Parents can request to withdraw their child up to and until three months before the child turns 16.

### **Engaging Stakeholders**

Presdales School recognises the importance of working alongside stakeholders in order to deliver PSHE with optimum effect for our students. The school staff body was consulted on the adoption of this programme and the views of other stakeholders taken into account.

We recognise that parents have the most significant influence in enabling their children to grow and mature and form healthy relationships. Therefore, we strive to work alongside parents in the delivery of PSHE. We aim to keep parents informed on a regular basis about what students are being taught in the PSHE programme so that they can have meaningful conversations at home about issues being covered. At the start of each academic year information is shared as part of the Parents Information Evening for each year group. Then parents are notified about what is being delivered in the term ahead in Key Stage 3 lessons and the content of drop-down days for older years before they take place. Any concerns parents may have about topics being covered can then be addressed in advance.

We have also been mindful of our local needs, working alongside key agencies such as our Ware PCSOs and Hertfordshire Mental Health partners. This allows us to address the need for contextual safeguarding so that we can equip our students to make decisions in their local environment as best possible. As a result of this input, we adapt our provision of PSHE teaching when new issues arise.

The importance of student voice is emphasised in PSHE teaching and at regular intervals in curriculum teaching (whether at the end of a topic in Key Stage 3 or at the end of a drop down PSHE days for older year groups), student feedback is taken about activities they have enjoyed and topics they would like to cover. Staff feedback is taken at the end of each academic year. When Year 11 students have completed the statutory programme feedback from both students and parents is collected and analysed. A similar approach is used with parental contributions when we review our RSHE policy.

This policy is available to all stakeholders by being posted on our school website and the policy is reviewed every two years with feedback from stakeholders taken into account.

### **Monitoring and Evaluation**

The delivery of the PSHE Learn 4 Living curriculum is constantly reviewed to meet changing needs in the society in which we live. The PSHE Lead and the Designated Safeguarding Lead/Assistant Head meet on a weekly basis to plan and implement the programme of delivery.

On an annual basis the curriculum is reviewed and changes made reflecting the views of stakeholders. The Governing Body PSHE link meets with the Assistant Head on a termly basis to ensure PSHE is delivered effectively. This policy is reviewed every two years and approved by the Senior leadership Team and Trust Board PSHE link.

## Appendix A: Learn 4 Living Whole School Programme

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7 <b>Annual assemblies:</b> PCSO Online safety	<b>Transition</b> to secondary school Target setting & feedback	<b>Friendship &amp; bullying</b> <b>Resolving conflict</b>	<b>Puberty &amp; hygiene</b>	<b>Healthy Lifestyle</b> Diet Sleep Healthy eating (tooth decay)	Influences on us - <b>community ©</b> <b>Family</b>	Personal Safety
Year 8 <b>Annual assemblies:</b>	<b>Rights and responsibilities (C)</b>	<b>Relationships - recognising healthy vs unhealthy</b>	<b>Addiction</b> Including impacts of addiction Drugs Alcohol Gambling	<b>Democracy &amp; UK political &amp; judicial system (c)</b>	<b>Managing and coping with stress</b>	<b>Money matters ©</b>
Year 9 <b>Annual assemblies:</b> PCSO drugs	<b>Media and me</b> Appropriate viewing - age restrictions, gaming etc Spotting photoshopping Media persuasion /advert	<b>Basic first aid</b>	<b>Healthy lifestyle</b> What's a healthy lifestyle? Risk with alcohol & drugs (Smashed online)	<b>Mental wellness -</b> Signs of mental health concerns Common mental health conditions	<b>Focus on Relationships</b> CSE Healthy relationships & Intimate	<b>Britain and the wider world</b> Democratic/Non democratic beyond UK

	targeting techniques  Deep fakes & AI		Cancer awareness (self-checking)  Smoking & vaping  Health: science of blood, organ and stem cell donation	Mindfulness  Benefits of physical activity	relationships  Organised crime groups & county lines  Trust me lessons  Separation & bereavement	Elections  Discrimination/Racism
Year 10  <b>Annual assemblies</b>  PCSO anti-social behaviour	<b>Workshop PM</b>  Extremism  Deep fakes & AI; online risks	<b>Workshop AM</b>  -Stereotypes, equality & community  -Healthy living (drug use)  Gambling & risk  Critical consumer	<b>Whole day</b>  -Revision and learning strategies (Glia Learning)  -Recognising & managing stress    -Emotional well-being  - Citizenship - what's the law got to do with me?	<b>Whole day</b>  -Is that appropriate? Peer-on-peer/sexual harassment  -Fertility & pregnancy choices  -Finance- savings, banking, payslips - debit /credit/debt (C)  -Consent & staying safe in rels; honour-based crime, forced marriage  -Long term relationships & parenting  Caring for your mental health		
Year 11  <b>Annual assemblies:</b>	<b>Workshop PM</b>  Managing a family budget  Respectful communities ((HBT bullying)	<b>Workshop AM</b>  -Being a responsible digital citizen  -Sexual health review  -Finance -credit, borrowing & debt  -Cancer awareness	<b>Workshop Day</b>  -Parenting skills & costs  -Managing money; Pensions  -Sex & risk (RSE Service)  -Taking care of your body  -Pregnancy & fertility			

## Appendix B: Relationships and Sex Education (RSE) Government Requirements

By the end of secondary schools should have covered the following content:

<p>Families</p>	<p>Pupils should know</p> <ol style="list-style-type: none"> <li>1. That there are different types of committed, stable relationships.</li> <li>2. How these relationships might contribute to wellbeing, and their importance for bringing up children.</li> <li>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.</li> <li>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.</li> <li>5. That forced marriage and marrying before the age of 18 are illegal.</li> <li>6. How families and relationships change over time, including through birth, death, separation and new relationships.</li> <li>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.</li> <li>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.</li> </ol>
<p>Respectful relationships, including friendships</p>	<p>Pupils should know</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>4. What tolerance requires, including the importance of tolerance of other people’s beliefs.</li> <li>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.</li> <li>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.</li> <li>7. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ol>

	<p>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.</p> <p>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.</p>
<p>Online and media</p>	<p>Pupils should know</p> <ol style="list-style-type: none"> <li>1. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>9. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.</li> <li>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.</li> <li>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.</li> <li>12. How information and data is generated, collected, shared and used online.</li> </ol>

	<p>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).</p> <p>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.</p> <p>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.</p>
Being safe	<p>Pupils should know</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>7. The concepts and laws relating to sexual violence, including rape and sexual assault.</li> <li>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.</li> <li>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.</li> <li>10. That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.</li> <li>11. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.</li> <li>12. The concepts and laws relating to forced marriage.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ol>

	<p>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.</p>
<p>Intimate and sexual relationships, including sexual health</p>	<p>Pupils should know</p> <ol style="list-style-type: none"> <li>1. That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>5. That some sexual behaviours can be harmful.</li> <li>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 decisionmaking.</li> <li>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.</li> <li>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</li> <li>9. The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment.</li> <li>10. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.</li> <li>11. How and where to seek support for concerns around sexual relationships including sexual violence or harms.</li> <li>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.</li> </ol>

*'Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers'* Department for Education July 2025 .

## Appendix C: Physical health and mental wellbeing Government Requirements

By the end of secondary schools should have covered the following content:

<p>Mental wellbeing</p>	<p>Pupils should know</p> <ol style="list-style-type: none"> <li>1. How to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> <li>2. The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>6. How to critically evaluate which activities will contribute to their overall wellbeing.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ol>
<p>I Mental well-being online</p>	<p>Pupils should know</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>4. The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt.</li> <li>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.</li> <li>6. The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online.</li> <li>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.</li> </ol>

Physical health and fitness	<p>Pupils should know</p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Factual information about the prevalence and characteristics of more serious health conditions.</li> <li>3. That physical activity can promote wellbeing and combat stress.</li> <li>4. The science relating to blood, organ and stem cell donation</li> </ol>
Healthy eating	<p>Pupils should know</p> <ol style="list-style-type: none"> <li>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.</li> <li>2. The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease.</li> <li>3. The impacts of alcohol on diet and unhealthy weight gain.</li> </ol>
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ol style="list-style-type: none"> <li>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.</li> <li>2. The law relating to the supply and possession of illegal substances.</li> <li>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.</li> <li>4. The physical and psychological consequences of problem-use of alcohol, including alcohol dependency.</li> <li>5. The dangers of the misuse of prescribed and over-the-counter medicines.</li> <li>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.</li> <li>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</li> </ol>
Health and prevention	<p>Pupils should know</p> <ol style="list-style-type: none"> <li>1. Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics.</li> <li>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.</li> <li>3. How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals.</li> <li>4. The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening.</li> <li>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.</li> <li>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.</li> </ol>

	<p>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.</p> <p>8. How to navigate their local healthcare system: what a GP is; when to use A&amp;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.</p> <p>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.</p>
Personal Safety	<p>Pupils should know</p> <ol style="list-style-type: none"> <li>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).</li> <li>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.</li> <li>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.</li> <li>4. Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime.</li> <li>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).</li> <li>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.</li> </ol>
Basic first aid	<p>Pupils should know</p> <ol style="list-style-type: none"> <li>1. Basic treatment for common injuries and ailments.</li> <li>2. Life-saving skills, including how to administer CPR.</li> <li>3. The purpose of defibrillators, when one might be needed and who can use them</li> </ol>
Developing bodies	<p>Pupils should know</p> <ol style="list-style-type: none"> <li>1. The main changes which take place in males and females, and the implications for emotional and physical health.</li> <li>2. The facts about puberty, the changing adolescent body, including brain development.</li> <li>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.</li> <li>4. The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women <ul style="list-style-type: none"> <li>• key facts about puberty, the changing adolescent body and menstrual wellbeing.</li> <li>• the main changes which take place in males and females, and the implications for emotional and physical health</li> </ul> </li> </ol>