



pathfield
SCHOOL

Inspiring interaction

Sex Education and Relationships Policy

Adopted by Governors	Rosemary Mitchell Full Governing Body
Date	22.09.20
Review Date (every two years)	September 2022
Policy / Procedure checked by	Rosemary Mitchell Pauline Bithell Sharon Ernest Nathan Gosling Jodie Wrey

Pathfield School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This policy will support, promote and be applied with due regard to the requirements of the **SENTIENT TRUST**
inspire • empower • enable

SEX AND RELATIONSHIPS EDUCATION

Relationships, Sex Education Policy and Health Education (RSE)

Date: September 2020

This policy was written in consultation with school governors, the Headteacher and Designated Safeguarding Lead, and with reference to Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE 2019), NSPCC Guidelines and Keeping Children Safe in Education (September 2019). It should be read in conjunction with other school policies including the Equality Policy, Safeguarding Policy, Prevent Policy, Keeping Children Safe in Education, Inclusion and Accessibility Policies and the Behaviour Policy.

Aims and objectives for pupils at Pathfield School

The core aims of the school relate strongly to notions of respect, caring and respectful relationships, celebrating achievements and differences, and feeling safe. These are themes that feed directly into RSE at Pathfield School. The objective of relationship and sex education is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. We recognise the universal entitlement of young people to learning that will enable them to live safe, fulfilled and healthy lives and aim to contribute to protecting young people by addressing national and local health priorities.

Meeting these aims will require a graduated, age appropriate programme of RSE. At Pathfield School, we believe that we can achieve this through specifically tailored and well planned RSE sessions combined with learning and experience throughout the curriculum, informed by the personal outcomes of annual reviews/ EHC plans and supported by individualised specific targets (where appropriate) by which progress can be tracked.

Rationale

Pathfield School recognises that what is learned and experienced by our pupils now, can have a profound influence on their future lives. We believe that through proactive, focused and high-quality planning and teaching, we can support our pupils now and, in the future, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion or sexual orientation or whether they are looked after children. This means that sex and relationships education must be sensitive to the different needs of individual pupils and may need to evolve and adapt over time as the pupil population changes. At all times, the overarching principle is to ensure the present and future wellbeing of pupils and to meet their learning needs. It is recognised that some cultures and faiths often hold views, perhaps strong views, about sexual behaviour. Staff are sensitive to these views but must ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals. This should include clear, impartial scientific information on matters such as abortion as well as covering the law in relation to, for example, forced-marriage and female genital mutilation.

Information

Teaching of topics linked to sex will occur in single sex groups. Teachers will plan activities which engage both boys and girls, recognising the national trend in which boys often feel the

emphasis in RSE lessons is on female development. In most cases, relationship education will occur in mixed gender groups although Pathfield recognises that pupils who come from some cultural backgrounds may deem it inappropriate to discuss particular topics within mixed gender groups. Where this is the case, different learning areas will be accommodated. Where mixed gender groups are planned, parents will be informed and given an appropriate length of time to respond with concerns, allowing plans to be changed to take account of parental views.

Parents and carers

Parents and carers will be informed about the policy through the school website. When RSE lessons are planned to begin, parents will be sent a letter outlining the content of the lessons for their child and the materials and resources used. This letter will contain a permission slip and will refer to the RSE policy and its location on the school's website. They will also be given an opportunity to come into school to see the resources and discuss the content of learning sessions prior to the teaching of lessons. It is recognised that parents have the legal right to withdraw their children from the Sex education element of RSE with the exception of the biological aspects necessary under national curriculum science. Parents cannot withdraw their children from the Relationship aspect of RSE. Pathfield staff aim to support parents in understanding the school's RSE policy, the scheme of work planned for their child and the resources used, at parents' requests.

Materials

Pupils will be protected from materials and images which are explicit or are inappropriate, without explanation. Parents may view any materials prior to teaching.

Confidentiality

What pupils talk about and discuss in their RSE sessions is confidential unless it is considered to be a safeguarding issue. An important part of RSE is the opportunity to form beliefs, values and opinions and this will need to be respected.

Safeguarding

Due to the nature of material being shared and discussed, disclosures of a sensitive nature may be made. In this instance class teachers will refer to and liaise with the Designated Safeguarding Lead, closely following all safeguarding procedures.

Progress and tracking

It is each teacher's responsibility to plan, evaluate and record the progress of the children in their class. This may occur through the use of specific targets, learning journals, assessment trackers or other assessment tools including EYFS learning goals or Equals curriculum assessments. The PSHE lead will use this to ensure that each child is receiving their entitlement to a rich and valuable RSE curriculum. Tasks will include assessing quality of teaching and availability of RSE training, helping choose and purchase RSE resource materials and keeping colleagues up to date with developments in the field. The developmental outline below provides guidance for teachers and ensures coverage of the key learning points.

Developmental outline

There are elements which will be delivered throughout all key stages and built on as the pupils progress. They include:

- **Respect for others** - in line with the school ethos and modelled continuously by staff. This element is taught explicitly and throughout daily life at Pathfield School.

- **Rights and responsibilities** - each element of RSE education should refer to the young person's rights and responsibilities in that context so that pupils build up a progressive picture of what it means to be part of relationships and their role within them.
- **Online Safety** - to include information about social networking sites and the risks associated with sharing information, issues of trust through to recognising dangers and knowing what to do in the event that they feel unsafe. In later key stages, pupils should be aware of grooming and issues of sexual exploitation.
- **Personal hygiene** - self-care and staying healthy form part of an individual's educational entitlement and are taught depending on the needs of the individuals, as well as explicitly during RSE sessions. Later key stages should consider the effects of poor personal hygiene on forming and sustaining different relationships.

Key Stage	Relationships	Physical changes / Sex education
EYFS / 1	<p>Early Learning goals including:</p> <ul style="list-style-type: none"> • Communicating with others and self-expression • Managing feelings and behaviour • Showing feelings • Behaviour and consequences • Working as part of a group or class • Understanding rules • Playing co-operatively • Empathy and understanding of the feelings of others • Forming and experiencing positive relationships with adults and other children • Similarities and differences • Changes • Personal Safety – NSPCC / PANTS** 	<ul style="list-style-type: none"> • Growth
2	<ul style="list-style-type: none"> • Families and people who care for me • Rights and responsibilities. • Recognising the characteristics of a healthy family life • Respecting differences in other families • Communicating about feelings • Recognising different types of relationships • Being part of a community • Developing respectful relationships • Personal space • Stranger danger • Privacy and secrets • Personal Safety – NSPCC / PANTS** • Online relationships and how to stay safe 	<ul style="list-style-type: none"> • Recognising changes and differences • Personal hygiene • Similarities and differences between boys and girls • Names of body parts • Physical and emotional changes at puberty
3	<ul style="list-style-type: none"> • Families and relationships • Healthy friendships • Acceptable behaviours • Rights and responsibilities • Personal space and appropriate touching • Recognising different types of relationships and family setups • Personal Safety – NSPCC / PANTS** 	<ul style="list-style-type: none"> • Personal hygiene • Physical and emotional changes at puberty • Intimate relationships

		<ul style="list-style-type: none"> • Sexual feelings • Masturbation • Ejaculation • Wet dreams • Human reproductive systems • Understanding physical health
4	<ul style="list-style-type: none"> • Rights and responsibilities • Feelings relating to age • Recognising different relationships • Recognising how relationships change as they get older • Recognising expectations within a relationship • Feelings relating to uncomfortable situations and where to find help including breaking down relationships • Intimate relationships • Sexual orientation - Lesbian, Gay, Bisexual and Transgender (LGBT) Transgender, gender identity* • Grooming, sexual exploitation • Child Criminal Exploitation (CCE) – Drugs/Sexual Exploitation, ‘county lines’** • Extremism / Radicalisation** • The age of consent** • Violence against women and girls** • Online behaviours including image and information sharing (including ‘sexting’, youth-produced sexual imagery, nudes, etc.)** • Pornography** • Abortion** • Sexuality** • Substance misuse** • Hate crime** 	<ul style="list-style-type: none"> • Personal hygiene • Sexual intercourse • Consent and saying no • Contraception and birth control (including religious factors) • STIs and HIV/AIDS • Pregnancy and giving birth • Teenage pregnancy • Religious attitudes to sex (inc. FGM)
5	<ul style="list-style-type: none"> • Rights and responsibilities • Unhealthy relationships in different contexts • Divorce and its effect on them • Grooming, sexual exploitation / Child Criminal Exploitation (CCE) – Drugs/Sexual Exploitation, • Sexual orientation - Lesbian, Gay, Bisexual and Transgender (LGBT) Transgender, gender identity* • Child Criminal Exploitation (CCE) – Drugs/Sexual Exploitation, ‘county lines’** • Extremism / Radicalisation** • The age of consent** • Violence against women and girls** • Online behaviours including image and information sharing (including ‘sexting’, youth-produced sexual imagery, nudes, etc.)** • Pornography** • Abortion** • Sexuality** 	<ul style="list-style-type: none"> • Personal hygiene and sexual health. • Physical and emotional changes during adulthood. • Consent and saying no • Pregnancy and giving birth • Teenage pregnancy. • Religious attitudes to sex (inc FGM)

	<ul style="list-style-type: none"> • Substance misuse** • Hate crime** • Female genital mutilation (FGM)** 	
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*Teachers will cover the subject of sexual orientation with honesty and sensitivity, answering appropriate questions and providing support. There will be no direct promotion of sexual orientation.

**It is important to balance the chronological age of the child with their ability to understand and use information given and coverage for each pupil may be adapted on an individual basis as a result of their need and ability, behaviours, personal views, parent's views and stage of physical and emotional stages of development.

Evaluation

Evaluation within RSE is carried out to enhance teaching and learning and is the responsibility of the co-ordinator who will consult with all staff to adapt the policy/scheme of work as required. It will focus on content, standards achieved, and adequacy of resources. Methods will include assessing pupils' knowledge and understanding through classroom observation, discussion with pupils and staff discussion. It will be conducted according to the School Development Plan.

Resources

- BBC Active DVD
- Life Support DVDs: Relationships and Sex and Growing up, Relationships and Sex
- You, Your Body and Sex the DVD
- Find out and Write About: The Human Body (Crick Software)
- Channel 4 All About Us Living and Growing
- ARC Online Safety videos and resources

Books

- Where Willy Went by Nicholas Allen
- Usborne Facts of Life: Growing Up
- Sex and Relationships by Jillian Powell
- The Egg and Sperm Race by Fran Balkwill
- Let's Talk about Sex by Robbie H. Harris
- Puberty and our Body by Alison Cooper
- Usborne What's Happening to me? (boys and girls books)
- Young Citizen... Growing Up by Kate Brookes
- Living and Growing guides to accompany DVDs
- Mummy Laid an Egg by Bebette Cole
- Reproduction by Steve Parker
- Let's Talk about where Babies Come From by Robbie H. Harris
- Sex and Relationships by Jillian Powell
- Usborne Flip Flaps: How are babies made?
- It Happened to Me: Teenage Pregnancy by Hayman/ Elliott
- How did I begin by Mick Manning
- My Amazing Journey by Pat Thomas
- Talking Together about Contraception (1 and 2) by Lesley Kerr-Edwards

Appendix 1 - Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE 2019) – Primary Pupils should know:

TOPIC	PRIMARY PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives • That others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults

TOPIC	PRIMARY PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 2 - Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE 2019) – Secondary Pupils should know:

TOPIC	SECONDARY PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed

TOPIC	SECONDARY PUPILS SHOULD KNOW
Respectful relationships, including friendships	<ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal
Online and media	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	<ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

TOPIC	SECONDARY PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • 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 • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Physical Health and Mental Wellbeing

At Pathfield school we believe that all children should have access to information and guidance to enable them to make healthy choices. In line with the statutory guidance pupils will have access to high quality teaching that enhances learning for all children, teaching the benefits of daily exercise, healthy eating and good sleep patterns. (We recognise that our children will have a variety of needs that may inhibit their access to daily routines and structure. However, this does not retract for the fact that all children have access to the information available in a format that meets their individual needs.)

Physical Health and Mental Wellbeing (by the end of Primary School)

Topic	Primary pupils should know
Mental wellbeing	<ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.

	<ul style="list-style-type: none"> • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). <ul style="list-style-type: none"> • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	<ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
Physical health and fitness	<ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
Health and prevention	<ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination
Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. <ul style="list-style-type: none"> • about menstrual wellbeing including the key facts about the menstrual cycle.

Secondary School (by the end of Secondary School)

Pupils should further develop their knowledge of the specific topics covered in the Primary age group. As well as the following content:

Topic	Pupils should know
Mental wellbeing	<ul style="list-style-type: none"> • how to talk about their emotions accurately and sensitively, using appropriate vocabulary. • that happiness is linked to being connected to others. • how to recognise the early signs of mental wellbeing concerns. • common types of mental ill health (e.g. anxiety and depression). • how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. • the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.
Internet safety and harms	<ul style="list-style-type: none"> • the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online. • 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.
Physical health and fitness	<ul style="list-style-type: none"> • the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. • the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health. • about the science relating to blood, organ and stem cell donation.
Healthy eating	<ul style="list-style-type: none"> • how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. • the law relating to the supply and possession of illegal substances. • the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. • the physical and psychological consequences of addiction, including alcohol dependency. • awareness of the dangers of drugs which are prescribed but still present serious health risks. • the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.
Health and prevention	<ul style="list-style-type: none"> • about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. • about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. • (late secondary) the benefits of regular self-examination and screening. • the facts and science relating to immunisation and vaccination. • the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn
Basic first aid	<ul style="list-style-type: none"> • basic treatment for common injuries. • life-saving skills, including how to administer CPR.15 • the purpose of defibrillators and when one might be needed.
Changing adolescent body	<ul style="list-style-type: none"> • key facts about puberty, the changing adolescent body and menstrual wellbeing. • the main changes which take place in males and females, and the implications for emotional and physical health.