

# Leigh Academy Blackheath



## Relationships Health and Sex Education DRAFT\* Policy

**\*Consultation process open until 8th December 2023**

<b>Approved by:</b>	Governing Board	<b>Date:</b> November 2023
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<b>Last reviewed on:</b>	November 2023
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<b>Next review due by:</b>	November 2024
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# Leigh Academy Blackheath

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## 1. Rationale and Ethos:

This policy covers our school's approach to the teaching of Relationship Health and Sex Education. It was produced by the senior leadership team, and consultation with parents and carers on the policy took place on 22nd November 2023. The consultation period for all stakeholders remains open until 8th December 2023. The DFE is currently reviewing the RHSE provision in all schools for 2024. Therefore, this policy will next be reviewed following the announcement of said updates.

The overarching aims and objectives of our Relationship Health and Sex Education is that pupils are able to make safe, healthy and informed decisions for their personal wellbeing both now and in the future. The PSHE programme guides students to develop a range of attributes and behaviours important to students' holistic educational experience and success in the future. We ensure RHSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) through liaising with the SENDCo. We also ensure RSE fosters gender equality and LGBT+ equality by reflecting the values of modern British Society as set out by modern British law and legislation. Our PSHE education programme promotes the school values of Respect, Integrity, Scholarship, Ambition and Resilience, as well as the IB Learner Profile Attributes.

The intended outcomes of our programme are that students will;

- Know and understand the make up of modern British society;
- Understand the right to express themselves freely without fear of prosecution;

- Have a responsibility towards the wellbeing of others;
- Understand how to stay safe both online and when in the wider world;
- Recognise what makes healthy and happy relationships and friendships;
- Understand how to access support within the academy as well as how to access external agencies for additional support;
- Develop the attributes of resilience and creativity, become confident communicators, show compassion, be open minded, and be responsible citizens who act with integrity, both in the real world and online.

## **2. Definition**

Relationships, Health and Sex Education (RHSE) provides learning opportunities that focus on the emotional, social and physical aspects of growing up, relationships, sexual health, sexuality, healthy lifestyles, diversity and identity. RHSE involves a combination of sharing information and exploring issues and values. **The RHSE curriculum is not about the promotion of sexual activity.**

## **3. Roles and Responsibilities**

The RHSE programme is led by the Vice Principal in charge of Safeguarding and Inclusion and is taught by trained LAB staff. Many aspects of Relationship Health and Sex Education will be delivered in tutor time by class tutors, and this will be supported by external agencies and expert outside practitioners where appropriate.

### **The Governing Body**

As well as fulfilling their legal obligations, the Governing Body will take part in the consultation process and approve the final RHSE policy.

### **The Principal and Vice Principal (Designated Safeguarding and Inclusion lead)**

The Principal and Vice Principal (DSL) are responsible for the initial collation of the RHSE policy and overseeing the development of this in discussion with staff, students and parents. They are also responsible for overseeing the delivery of the RHSE curriculum, and ensuring it is taught consistently across the Academy such that it meets the needs of all students. The Principal and Vice Principal (DSL) are also responsible for ensuring all staff have access to the necessary training and support in order to effectively deliver the RHSE content through staff CPD.

### **Coordinator of Personal Development**

The Coordinator of Personal Development is responsible for the development of the RHSE curriculum, as well as monitoring that it is taught consistently across the Academy and is meeting the needs of all students. The Coordinator of Personal Development is also

responsible for ensuring appropriate training is accessed by Teachers, tutors and support staff, and liaising with the Principal and Vice Principal (DSL) regarding any curriculum changes and additions.

## **SENCO**

The SENCO is responsible for liaising with the The Coordinator of Personal Development and Tutors where required, to ensure students with SEN or any additional needs have full access to the RHSE curriculum and delivery, and any barriers to learning are removed where possible. Lessons and units of work are designed to be inclusive and to direct students towards additional support where this may be required, in accordance with the Equality Act 2010 and Schools (May 2014) and the DfE's 'Relationships Education, Relationships and Sex Education (RHSE) and Health Education', whereby schools must 'make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects'.

## **All Staff (including Tutors and support staff)**

Staff are responsible for the Delivery of RHSE Tutorials. They are trained in how to facilitate sensitive discussions and are expected to model positive attitudes towards RHSE. In addition to this, they should provide quality first teaching of RHSE, which is inclusive teaching of all pupils in the class. Staff are also expected to follow the Academies safeguarding policies when required and engage fully with training and CPD opportunities to support with RHSE delivery.

Staff do not have the right to opt out of teaching RHSE. Staff who have concerns about teaching RHSE are encouraged to discuss this with the Principal and Vice Principal (DSL). Staff will take part in the consultation process. Relevant factual and scientific aspects of RSE will be delivered through the science curriculum. Other aspects will be taught within the PHE curriculum and where appropriate, elements of the law and ethics of RSE will be delivered in RE lessons.

## **Students**

Students are expected to fully engage in the RHSE curriculum provided. Students are aware of the need to treat others with respect and sensitivity. Students will take part in the consultation process led by the LAB Student Government.

## **Training**

Teaching staff will receive updated RHSE training on all modules outlined in the PSHE curriculum (*which can be found on Appendix A at the end of this policy*) to support students with the safe understanding of the themes and topics covered in the RHSE statutory curriculum and to ensure all staff are confident. Outside agencies may be invited, such as school nurses, sexual health professionals and mental health professionals to provide support and training to staff teaching RHSE. Staff are also supported in the delivery of

lessons on radicalisation and extremism. All staff receive regular, rigorous Safeguarding and Child Protection training to ensure the safety of our students and community.

#### **4. Curriculum Design**

Our RHSE programme is matched to the needs and context of our pupils. The programme is based upon the PSHE Association thematic scheme of work; lessons are designed by teaching staff and quality assured by leadership. We will ensure that sessions, including those on risky behaviours, remain positive in tone through effective planning and confident delivery of lessons by trained practitioners. Training which takes place at the start of the academic year will highlight more challenging or difficult sessions and will give staff the opportunity to take up additional training or support prior to these sessions. We will also help students make connections between their learning and 'real life' behaviours by framing sessions in real life examples and providing regular opportunities for private reflection during and at the end of sessions. We will make links to other areas of the curriculum when these arise through using the PSHE mapping document and highlight these within sessions to students.

Our RHSE programme is an integral part of our whole Academy PSHE education provision and will aim to:

- Provide accurate and age appropriate information about and understanding of RHSE issues.
- Dispel myths and misunderstandings.
- Explore a range of attitudes towards RHSE issues and help students reach their own informed views and choices for a healthier lifestyle.
- Develop respect and care for others.
- Increase students' self esteem based on a positive body image.
- Develop skills relevant to the effective management of relationships and sexual situations.
- Develop students' awareness of human sexuality and challenge sexism, homophobia and prejudice by promoting equality and diversity.
- Develop students' understanding of respectful relationships appropriate for their age group which contribute to healthy lifestyles and positive mental health.
- Educate students about the risks involved when communicating with others online and how to stay safe online, including the rules and principles of keeping safe online.

Our approach to RHSE will be underpinned by our Academy values and based on the following principles:

- The value of stable and loving relationships.

- Respect, understanding and empathy for others who may have different backgrounds, sexualities, cultures, feelings and views.
- The right not to be taken advantage of and abused by others.
- The right to form relationships based on mutual consent rather than coercion.
- Age and circumstance appropriate PSHE.
- Access to help and advice from trusted adults and advisory services.

## **5. Legislation**

Under sections 2.3 and 3.6 of the National Curriculum, RHSE is compulsory for all pupils within Secondary Education. This is statutory guidance from the Department of Education, which has been issued under Section 80A of the Education Act developed in 2002, and section 403 of the Education Act 1996.

We are required to teach relationships education known as RHSE as part of our statutory curriculum. Current regulations and guidance from the Department for Education state that from September 2020, all schools must deliver relationships and sex education. The parental right to withdraw pupils from RHSE remains in both primary and secondary education, for aspects of sex education which are not part of the Science curriculum

The RHSE policy complements the following policies;

- Child Protection Policy
- Anti-bullying Policy
- Online Safety Policy
- Behaviour for Learning Policy
- Carers Policy

Documents that inform the school's RHSE policy include:

- Education Act (1996)
- 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 – Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)

## **6. Safe and Effective Practice**

We will ensure a safe learning environment by ensuring that teachers and pupils agree to ground rules before the delivery of the RHSE curriculum at the start of the academic year. Teachers will be clear from the start that they cannot offer complete confidentiality; it is

important for everyone's safety that teachers and pupils are clear about what can and cannot be kept confidential. All external contributors, including school nurses, will also be clear about these rules and that whilst working in the classroom, they are bound by the school's confidentiality policy, not their own. This contract should be referred to at regular intervals during the academic year to remind students. The below applies to all lessons taught by all staff;

- No one (teacher, other professional or student) is expected to answer a personal question.
- If a teacher does not know the answer to a question it is important that they acknowledge this and suggest that the student and teacher look for an answer to the question together.
- No one will be forced to take part in a discussion.
- The correct names for body parts will be used.
- Meanings of words will be explained in a factual way.

## **7. Safeguarding**

Teachers are aware that effective RHSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Where this occurs, teachers will consult with the appropriate member of the academy Safeguarding Team, and follow procedures as stated on the Academy Child Protection Policy which can be found on the Academy website. Visitors and external agencies who support the delivery of RHSE will be required to present DBS checks and will be required to read our Academy Child Protection Policy.

The following safeguarding guidelines will be shared with staff during their training at the beginning of the academic year and staff will be reminded of the below at regular intervals;

- We will allow students to raise anonymous questions through the creation of a safe boxes around the academy or the [safe@leighacademyblackheath.org.uk](mailto:safe@leighacademyblackheath.org.uk) email. These are checked daily by Student services managers in each college team. These questions will be answered by the SSM or members or DSLs and information shared in subsequent sessions.
- If a safeguarding issue is raised by an anonymous question we will address the solutions to the question in the next session in a manner appropriate to the age group of students. Should this not be possible then the DSL will advise the appropriate next steps.
- If a question raised in class is too explicit, feels too mature for a student to ask, is inappropriate for the whole class or raises concerns about sexual exploitation, the teacher should acknowledge the question and promise to respond to it with the student at a later time. It is crucial that this takes place at the next appropriate opportunity with the student and with support of another member of staff if appropriate.

- If a teacher is concerned that a student may be at risk of sexual exploitation or abuse they should follow the academy Child Protection Policy and report this using appropriate channels.

## **8. Communicating with Parents**

Parents and carers will be informed about the policy by mail with a link to the RHSE curriculum plan. The policy is also available to parents through the Academy website and can be viewed [here](#). Parents can request to view the curriculum overview and can also request to view the resources, discuss any aspects of the curriculum and the lessons with the relevant SLT members leading on the Co-curriculum and Personal Development across LAB, in the first instance. We work closely with parents to ensure that they are fully aware of what is being taught and provide additional resources and support through the Academy website, which notifies parents when Relationships Health and Sex education will be taught.

### **Parent Right to Withdraw**

Parents have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RHSE, but not Relationships or Health Education.

Please refer to the Government guidelines for further information regarding the right to withdraw using the following link:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/908013/Relationships\\_Education\\_Relationships\\_and\\_Sex\\_Education\\_RHSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RHSE_and_Health_Education.pdf)

Requests for withdrawal should be made in writing and addressed to the relevant Head of College. Heads of College will discuss requests with parents and take appropriate action.

## **9. Monitoring, Reporting and Evaluation**

Teachers will critically reflect on their work in delivering RHSE at various points throughout the academic year as well as at the end of the year. In addition, RHSE will be regularly discussed at staff and governors' meetings. Policies, curriculum and the use of external agencies will be audited yearly. Additionally, students will have the opportunity to review and reflect on their learning during lessons and from 2023/24 we will continue to use student voice surveys and questionnaires which will be influential in adapting and amending planned learning activities for the future. LAB student government.

## **10. Appendix**



## Appendix A: Leigh Academy Blackheath Personal Development Overview

	M1 - Health & Wellbeing	M2 - Living in the Wider World	M3 - Relationships	M4 - Health & Wellbeing	M5 - Relationships	M6 - Living in the Wider World
Year 7	<b>FOCUS:</b> Transition and safety - Transition to secondary school and personal safety in and outside school, including first aid	<b>FOCUS:</b> Developing skills and aspirations how to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity	<b>FOCUS:</b> Diversity about identity, rights and responsibilities about living in a diverse society	<b>FOCUS:</b> Health and puberty how to make healthy lifestyle choices including diet, dental health, physical activity and sleep	<b>FOCUS:</b> Relationships - Self-worth, romance and friendships (including online) and relationship boundaries	<b>FOCUS: :</b> Financial decision making - Saving, borrowing, budgeting and making financial choices
Careers Content	What is the labour market?	What is the difference between skills and qualifications?  What is the mean salary in the UK?	What are career fields?	Which career fields are in demand?	How does school prepare you for work?	How does the national labour market compare with the local labour market? Why is it important to have high aspirations?
Year 8	<b>Drugs and alcohol - Alcohol and drug misuse and pressures relating to drug use (ENL)</b>	<b>FOCUS: Equality of opportunity in careers and life choices, and different types and patterns of work</b>	<b>FOCUS: Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia</b>	<b>FOCUS: Mental health and emotional wellbeing, including body image and coping strategies</b>	<b>FOCUS: Identity and relationships - Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception</b>	<b>FOCUS: Digital literacy - Online safety, digital literacy, media reliability, and gambling hooks</b>

<b>Careers Content</b>	What are the different career pathways (FE, HE, Apprenticeship)?	What is a vocational pathway?	What is an academic pathway?	What career options are suited to each pathway?	How can I find information on different career paths?	What are some career choice stereotypes we need to challenge?
<b>Year 9</b>	<b>Peer influence - Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation AND substance use and gangs</b>	<b>FOCUS: Setting goals Learning strengths, career options and goal setting as part of the GCSE options process</b>	<b>FOCUS: Respectful relationships - Families and parenting, healthy relationships, conflict resolution, and relationship changes</b>	<b>FOCUS: Healthy lifestyle</b>	<b>FOCUS: Intimate relationships - Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography</b>	<b>FOCUS: Employability and online presence</b>
<b>Careers Content</b>	What different qualifications can you obtain at school (GCSE, BTEC, A-level, NVQ)?	Which options subjects link to which careers?	Which options subjects link to which careers?	What is the EBacc and why is it important?	How can we close the gender gap in STEM?	How can we close the gender gap in STEM?

<b>Year 10</b>	<b>FOCUS: Mental health and ill health, stigma, safeguarding health, including during periods of transition or change</b>	<b>FOCUS: Financial decision making how to effectively budget and evaluate savings options</b>	<b>FOCUS: Healthy relationships - Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography</b>	<b>FOCUS Exploring influence - The influence and impact of drugs, gangs, role models and the media</b>	<b>FOCUS: Addressing extremism and radicalisation about communities, inclusion, respect and belonging</b>	<b>FOCUS: Work experience - Preparation for and evaluation of work experience and readiness for work</b>
<b>Careers Content</b>	Types of work experience placements available	How to research possible work experience placements	How to contact employers	What skills do I need for certain professions?	What is the difference between a CV and a cover letter?	What makes a great team player?
<b>Year 11</b>	<b>M1 - Health &amp; Wellbeing</b>	<b>M2 - Living in the Wider World</b>	<b>M3 - Relationships</b>	<b>M4 - Health &amp; Wellbeing</b>	<b>M5 - Relationships</b>	
	<b>Building for the future :</b>  <b>Self-efficacy, stress management, and future opportunities</b>	  <b>Next steps : Application processes, and skills for further education, employment and career progression</b>	<b>Communication in relationships:</b>  <b>Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse</b>	  <b>Independence: Responsible health choices, and safety in independent contexts</b>	<b>Families</b> Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	

	<b>M1 - Health &amp; Wellbeing</b>	<b>M2 - Living in the Wider World</b>	<b>M3 - Relationships</b>	<b>M4 - Health &amp; Wellbeing</b>	<b>M5 - Relationships</b>	<b>M6 - Living in the Wider World</b>
<b>Year 12</b>	Theme: Thriving in Post-16 Education	Theme: Post 18 Choices, Work Experience, and curating an online profile.	Theme: <b>Respectful relationships</b> Consent, Assertive communication, Positive relationships and recognising abuse, Strategies for managing dangerous situations or relationships	Theme: Drug and alcohol education	Theme:	Theme:
<b>Useful links for resources</b>	<a href="#">Every Mind matters</a>					

## Appendix B

### Relationships and Sex Education as per Government Framework

Relationships and Sex Education as per Government Framework	
By the end of secondary school	
By the end of secondary school:	
Families	<p>Pupils should know:</p> <ul style="list-style-type: none"><li>• that there are different types of committed, stable relationships inc. LGBTQ+</li><li>• how these relationships might contribute to human happiness and their importance for bringing up children</li><li>• 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</li><li>• why marriage is an important relationship choice for many couples and why it must be freely entered into</li><li>• the characteristics and legal status of other types of long-term relationships</li><li>• the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li><li>• 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, <u>how to seek help</u></li></ul>

<p>Respectful Relationships , including Friendships</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• 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)</li> <li>• 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</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• what constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• 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</li> </ul>
<p>Online and Media</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• 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</li> <li>• not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• what to do and where to get support to report material or manage issues online</li> <li>• the impact of viewing harmful content</li> <li>• 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</li> <li>• that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• how information and data is generated, collected, shared and used</li> </ul>

	online.
Being Safe	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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).</li> </ul>
Intimate and Sexual Relationships, including Sexual Health	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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>• the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause</li> <li>• that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• that they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• the facts about the full range of contraceptive choices, efficacy and options available inc. for LGBTQ+</li> <li>• the facts around pregnancy including miscarriage</li> <li>• 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)</li> <li>• 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</li> <li>• about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• how the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>
Mental Wellbeing	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• how to talk about their emotions accurately and sensitively, using appropriate vocabulary</li> <li>• that happiness is linked to being connected to others</li> <li>• how to recognise the early signs of mental wellbeing concerns</li> <li>• common types of mental ill health (e.g. anxiety and depression)</li> <li>• how to critically evaluate when something they do or are involved</li> </ul>

	<p>in has a positive or negative effect on their own or others' mental health</p> <ul style="list-style-type: none"> <li>• the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</li> </ul>
Internet Safety and Harms	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected <u>by those behaviours</u></li> </ul>
Physical health and fitness	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress</li> <li>• 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</li> <li>• about the science relating to blood, organ and stem cell donation</li> </ul>
Healthy Eating	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer</li> </ul>
Drugs, Alcohol and Tobacco	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• the law relating to the supply and possession of illegal substances</li> <li>• the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood</li> <li>• the physical and psychological consequences of addiction, including alcohol dependency</li> <li>• awareness of the dangers of drugs which are prescribed but still present serious health risks</li> <li>• 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</li> </ul>



<p>Health and Prevention</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist</li> <li>• (late secondary) the benefits of regular self-examination and screening</li> </ul>
<p>Basic First Aid</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• basic treatment for common injuries</li> <li>• life-saving skills, including how to administer CPR</li> <li>• the purpose of defibrillators and when one might be needed</li> </ul>
<p>Changing Adolescent Body</p>	<p>Pupils should know:</p> <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>