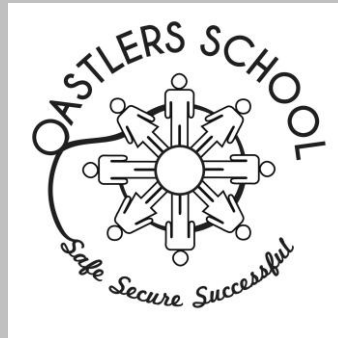


Relationships and Sex Education Policy



Oastlers Policy

Approved by Governing Body On	February 2025
To be Reviewed On	February 2027
Signed on Behalf of the Governing Body	David Ward

Relationships and Sex Education Policy

This policy was developed in response to Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance DfES 2025, the National Teenage Pregnancy Strategy and National Healthy Schools Programme, Section 34 and 35 of the Children and Social Work Act 2017, Education Act 2002, Equality Act 2010, Keeping Children Safe in Education 2025 and section 403 of the Education Act 1996.

The policy also reflects our commitment to the UN Convention on the Rights of the Child, in particular to Article 19 because children have the right to be protected from being hurt or mistreated (including sexual abuse) in body or mind.

Aims

The aim of Relationships and Sex Education (RSE) is to provide balanced and factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. Our RSE programme aims to prepare learners for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want
- understand the consequences of their actions and behave responsibly within sexual, intimate and peer relationships
- avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex
- understand that a loving relationship is always based on mutual consent, respect, and understanding. However, consent is not limited to intimate or romantic situations — it is a fundamental part of everyday life.
- communicate effectively by developing appropriate terminology for sex and relationship issues
- develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity
- understand the arguments for delaying sexual activity
- understand the importance of having protected sex
- have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections (STIs) including HIV.
- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary
- know how the law applies to sexual relationships
- seek support for concerns around sexual relationships including sexual violence or harms.
- critically think about new types of technology as they appear online and how they might pose a risk.
- understand menstrual and gynaecological health and facts about reproductive health, including fertility and menopause.

What is Relationships and Sex Education?

RSE is lifelong learning about *physical, sexual, moral and emotional development*. It is about understanding the importance of stable and loving relationships, respect, love, care and family life. It involves acquiring information about all aspects of what constitutes positive relationships, developing skills and forming positive beliefs, values and attitudes. At Oastlers School we believe the understanding of such values is integral to supporting and developing positive attitudes towards each other and ensuring positive emotional, health and well-being.

At Oastlers School, we define relationships education as the lifelong learning about positive, healthy, and respectful relationships — in all contexts, including family, friendships, online interactions, and intimate relationships. Relationships education supports pupils to develop the skills and understanding to build and maintain positive relationships, communicate effectively, manage conflict, show empathy, and respect the rights of others. It also includes learning about the importance of equality, diversity, consent, and personal boundaries.

We define sex education as learning about human reproduction, sexual health, and the physical, emotional, and social aspects of growing up. This includes understanding how a person's body changes during puberty, how conception occurs, and the importance of sexual health and contraception. At Oastlers School, sex education also promotes responsible decision-making, mutual respect, and understanding the arguments for delaying sexual activity. It ensures students know how to access accurate information and support when needed.

Principles and Values

In addition, Oastlers School believes that RSE should:

- be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life
- be an entitlement for all young people, including those with SEND
- encourage every learner to contribute to and make our community a safe and respectful one that supports every individual so they can grow and learn
- be set within the wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of difference
- encourage learners and teachers to share and respect each other's views
- raise an awareness of different approaches to sexual orientation, without promotion of any particular sexual identity. The important values are love, respect and care for each other
- generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment
- recognise that parents/carers are the key people in teaching their children about relationships, sex and growing up. Working in partnership with parents/carers and learners, Oastlers will consult with parents/carers about the content of programmes
- recognise that the wider community has much to offer so working in partnership with health professionals, social workers, peer educators and other mentors or advisers is critical to the success of the programme

RSE at Oastlers has three main elements taught across Key Stages, 3, 4 and 5. The three main elements are as follows:

Attitudes and Values

- learning the importance of values, individual conscience and moral choices
- learning that the basis of a relationship is consensual, based on trust and equality
- learning the value of family life, stable and loving relationships, and marriage
- learning about the nurture of children
- learning the value of respect, love and care
- exploring, considering and understanding moral dilemmas
- developing critical thinking skills as part of decision-making
- challenging myths, misconceptions and false assumptions about behaviour

Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively
- developing self-respect and empathy for others
- learning to make choices with an absence of prejudice
- developing an appreciation of the consequences of choices made
- managing conflict
- empower learners with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

Knowledge and Understanding

- learning and understanding physical development at appropriate stages
- understanding human sexuality, reproduction, sexual health, emotions and relationships
- learning about contraception and the range of local and national sexual health advice, contraception and support services
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay
- the avoidance of unplanned pregnancy

Organisation and content of RSE

Oastlers School delivers relationships and sex education (RSE) through a planned and sequenced RSE curriculum, supported by cross-curricular links to Personal, Social and Health Education (PSHE), citizenship, Religious Education (RE), and science at Key Stages 3 and 4. This integrated approach ensures that students receive consistent and reinforcing messages about relationships, health, safety, respect, and personal development. An overview of learning for each year group can be found on the school website within the RSE curriculum overview. This document outlines the key topics, themes, and progression of learning across Key Stages 3 and 4, ensuring that parents, carers, and students are fully informed about the content and structure of the RSE programme.

Teachers, as well as other members of staff such as the school counsellor, school nursing team and school social worker, work closely with learners over a number of years and we believe that they are usually the best people to work with learners on many of the RSE topics as they are sensitive to individual circumstances, have specific expertise and experience that contributes to the overall aims of the policy.

Through PSHE and citizenship, students explore themes such as identity, equality, rights, and responsibilities, while science lessons provide accurate, factual knowledge about human reproduction, puberty, and biological processes. RE lessons complement this by encouraging reflection on moral and ethical perspectives, diversity, and respect for different beliefs. This cross-curricular delivery supports the holistic development of every learner and reflects the Rights Respecting Schools Award (RRSA) ethos, particularly Article 29, which highlights education's role in developing children's respect for others and preparation for life in a free society.

PSHE and science is taught to all our learners throughout their time in school but specifically our younger learners will focus on relationships before moving towards specialist delivery of human biology and reproduction at KS4.

Any RSE lesson may expose questions or issues that some learners will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When learners ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is believed that answering a specific question would involve information at a level inappropriate to the development of the rest of the learners, the question may be dealt with individually at another time.

The school has a specialist teacher for PSHE and RSE – **Mrs Sabrina Shariff** - to deliver the majority of the curriculum but she will seek additional support from external agencies such as the school nurse, drugs & alcohol team or the men's & boy's sexual health team to support certain aspects of the curriculum.

Assessment is carried out at the end of every module and involves teacher, learner and peer assessment to capture evidence of knowledge and understanding, interpersonal skills, and attitudes.

Inclusion

Ethnic and Cultural Groups

Our policy is sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular issues or topics in mixed groups. We will respond to parental/carer requests and concerns individually and as they arise.

Special Needs

All our learners receive relationship and sex education. Our curriculum offer is appropriate to the particular needs of all our learners, taking specialist advice where necessary.

Sexual Identity, Gender and Sexual Orientation

We aim to deal sensitively and honestly with issues regarding sexual orientation, answer appropriate questions and offer support to those in need of guidance. This may include referrals for support to specialist organisations such as BLAST. Young people, whatever their developing sexuality, need to feel that RSE is relevant and beneficial to them irrespective of their sexual orientation. Gender reassignment is a protected characteristic and protected under the Equality Act and should not be discriminated against.

Additionally, learners will explore gender identity and what it means to be male or female (or other) and how that influences gender based roles in society. A person may identify his/her gender as a boy or a girl or something different. This may be different from their sex, which is related to your physical body and biology.

Right of withdrawal of learners from RSE

Parents/carers have the right to withdraw their child from all or part of RSE except for those parts included in the National Curriculum (science for example). Oastlers School wishes to work collaboratively with our parents/carers about this matter and will make alternative arrangements if an aspect of RSE causes particular concern. Parents/carers are encouraged to discuss their concerns with Mrs Shariff at the earliest opportunity. Parents/carers are welcome to review any RSE resources the school uses. If, after discussion and reflection, parents/carers choose to withdraw their child from RSE, parents/carers are asked to inform the school, in writing. The confirmation of withdrawal should be addressed to the headteacher. Unless the school receives notification of this kind, it is assumed that no objection has been raised and that attendance of RSE is approved.

Confidentiality, controversial and sensitive Issues

At the heart of RSE is a focus on keeping children safe. Staff at the school do not offer unconditional confidentiality. Staff at Oastlers School know what to do if a learner reports abuse, neglect or if they witness abuse. Staff will ensure learners understand how confidentiality in lessons will be handled and what will happen if a learner reports abuse. During our RSE lessons the offer of confidential support on sexual health matters such as access to counselling, advice on contraception and signposting to sexual health support services will be made available. Any such guidance is in accordance with the legal framework that young people are entitled to. What this means is that guidance of this nature, when sought by learners, is not required to be disclosed to parents/carers unless concerns are evident that are of a safeguarding nature.

Oastlers School operates a robust Safeguarding Policy and will adhere to it at all times and apply it where appropriate if:

- it becomes apparent that any learner under 16 years old is having or contemplating sexual intercourse
- child protection is identified, a referral to one of the schools Designated Safeguarding Leads will be made and acted upon accordingly as per policy

In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed first as per child protection procedures.

Health professionals in school, such as school nurse or Step 2 sexual health advisor, are bound by their own professional code of conduct in any one-to-one situation with an individual learner.

Monitoring and evaluation of RSE

It is the responsibility of the PSHE co-ordinator to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning. The PSHE programme will be treated as a subject department in this exercise.

The Governing Body is responsible for overseeing, reviewing and organising the revision of the Relationships and Sex Education Policy.

Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of all learners in school. This includes evaluating and commenting on the school's Relationships and Sex Education policy, and on support and staff development, training and delivery of this vital subject.

Links with other policies

- Safeguarding and Code of Conduct Policy
- Understanding Behaviour & Relationships Policy
- Equality Information and Objectives Policy
- ICT E-safety and ICT Acceptable Use Policy

Appendix 1 – supporting understanding of relationships and sex education

<p>Families</p>	<p>Learners should know</p> <ul style="list-style-type: none"> • that there are different types of committed, stable relationships. • how these relationships might contribute to wellbeing, and their importance for bringing up children. • why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony. • that ‘common-law marriage’ is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children • that forced marriage and marrying before the age of 18 are illegal. • how families and relationships change over time, including through birth, death, separation and new relationships. • the roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child’s life for brain development. • how to judge when a relationship is unsafe and where to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.
<p>Respectful relationships</p>	<p>Learners should know</p> <ul style="list-style-type: none"> • the characteristics of positive relationships of all kinds online and offline, including romantic relationships. For example, they should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships. • how to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. • the legal rights and responsibilities regarding equality, and that everyone is unique and equal. • the importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one’s own interests, hobbies, friendship groups, and skills. • what it means to be treated with respect by others. • what tolerance requires, including the importance of tolerance of other people’s beliefs. • the practical steps they 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. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. • Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring,

	<p>including disappointment, hurt or frustration.</p> <ul style="list-style-type: none"> • the role of consent, including in romantic and sexual relationships and 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. • that just because someone says yes to doing something, that doesn't automatically make it ethically okay. • how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). • how to recognise misogyny and other forms of prejudice. • how inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others. • how pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others. • they 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>Online safety and awareness</p>	<p>Learners should know</p> <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. • online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues. • The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online. • not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. • the serious risks of sending material to others, including the law concerning the sharing of images. • 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.

	<ul style="list-style-type: none"> • 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. • should also understand that sharing indecent images of people over 18 without consent is a crime. • what to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online. • about the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them. • that the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. They should be taught where to go for advice and support about something they have seen online. Learners should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong. • that social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice. • how to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns. • that pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it. • how information and data is generated, collected, shared and used online. • that websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising). • that criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. • about risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion. • That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk.
Being safe	<p>Learners should know</p> <ul style="list-style-type: none"> • how to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That

kindness and care for others requires more than just consent.

- that there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others.
- how to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions.
- what constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it.
- that sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting.
- the concepts and laws relating to sexual violence, including rape and sexual assault.
- the concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language.
- the concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.
- that fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.
- the concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.
- the concepts and laws relating to forced marriage
- the physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas.
- that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible.
- that strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury.
- that any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death.
- that pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful.

	<ul style="list-style-type: none"> • how to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault.
Intimate and sexual relationships	<p>Learners should know</p> <ul style="list-style-type: none"> • that sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive • the law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex. • that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. • that some sexual behaviours can be harmful • the facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making. • that there are choices in relation to pregnancy and be made aware of medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help. • how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted. How risk can be reduced through safer sex (including through condom use). • the use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. • the importance of, and facts about, regular testing and the role of stigma. • the prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment. • how and where to seek support for concerns around sexual relationships including sexual violence or harms. • how to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment.

Appendix 2 – supporting physical health and mental wellbeing

<p>Mental wellbeing</p>	<p>Learners should know</p> <ul style="list-style-type: none"> • how to talk about their emotions accurately and sensitively, using appropriate vocabulary. • the benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness. • that happiness is linked to being connected to others and should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed. • that worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal. • characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully presented factual information about the prevalence and characteristics of more serious mental health conditions. • how to critically evaluate which activities will contribute to their overall wellbeing. • understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it's possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it. • that gambling can lead to serious mental health harms, including anxiety, depression, and suicide, and that some gambling products are more likely to cause these harms than others. • that the co-occurrence of alcohol/drug use and poor mental health is common, and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug use can trigger mental health problems or exacerbate existing ones. That stopping smoking can improve people's mental health and decrease anxiety.
<p>Well-being Online</p>	<p>Learners should know</p> <ul style="list-style-type: none"> • about the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media. • how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find

	<p>support, if they have been affected by those behaviours.</p> <ul style="list-style-type: none">• the risks related to online gambling and gambling-like content within gaming, including the accumulation of debt.• how advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories• the risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online.• the serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it.
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Physical health and fitness	<p>Learners should know</p> <ul style="list-style-type: none"> • the characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health • factual information about the prevalence and characteristics of more serious health conditions. • that physical activity can promote wellbeing and combat stress. • about the science relating to blood, organ and stem cell donation.
Healthy eating	<p>Learners should know</p> <ul style="list-style-type: none"> • how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease. • the risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease. • the impacts of alcohol on diet and unhealthy weight gain.
Drugs, alcohol, tobacco and vaping	<p>Learners should know</p> <ul style="list-style-type: none"> • the facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health • the law relating to the supply and possession of illegal substances. • the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood and the legal age of sale for alcohol in England. • how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol. • the physical and psychological consequences of problem-use of alcohol, including alcohol dependency. • dangers of the misuse of prescribed and over-the-counter medicines. • the facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so. • the facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.
Health, protection and understanding of the healthcare system	<p>Learners should know</p> <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, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing consumption of sugar-containing food and drinks, and regular check-ups at the dentist. • how and when to self-care for minor ailments, and the role

	<p>of pharmacists as knowledgeable healthcare professionals.</p> <ul style="list-style-type: none"> • the importance of taking responsibility for their own health, and the benefits of regular self-examination and screening. • the facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance. • the importance of sufficient good-quality sleep for good health, the importance of screen free time before bed and removing phones from the bedroom, and how a lack of sleep can affect weight, mood and ability to learn. • the importance of healthy behaviours before and during pregnancy, including the importance of pre-conception health, including taking folic acid. • the importance of pelvic floor health. Information on miscarriage and pregnancy loss, and how to access care and support. • how to navigate their local healthcare system: what a GP is; when to use A&E / minor injuries; accessing sexual health and family planning clinics; the role of local pharmacies; and how to seek help via local third sector partners which may have specialist services. • the concept of Gillick competence. That the legal age of medical consent is 16. That before this, a child's parents will have responsibility for consenting to medical treatment on their behalf unless they are Gillick competent to take this decision for themselves. • the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment.
Basic first aid	<p>Learners should know</p> <ul style="list-style-type: none"> • basic treatment for common injuries. • life-saving skills, including how to administer CPR. • the purpose of defibrillators and when one might be needed.
Developing bodies	<p>Learners should know</p> <ul style="list-style-type: none"> • the main changes which take place in males and females and the implications for emotional and physical health. • key facts about puberty, the changing adolescent body including brain development. • About menstrual and gynaecological health, including: - what is an average period; - period problems such as premenstrual syndrome; - heavy menstrual bleeding; endometriosis; - and polycystic ovary syndrome (PCOS). When to seek help from healthcare professionals. • the facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.