

Relationships, sex, and health education policy

Meadowhead School and Sixth Form

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1. Aims

This policy covers relationships, sex and health education (RSHE) at Meadowhead. These elements are combined in a strand in the school's Make a Difference curriculum called "Staying Safe and Healthy".

The aims of relationships, sex and health education (RSHE) at Meadowhead are to:

- Provide young people with the information they need to develop healthy, safe and nurturing relationships of all kinds
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Focus on pupils having respect for themselves and others
- Not normalise early sexual experimentation
- Cover a range of topics, including topics related to abusive behaviour, along with teaching pupils how to stay safe, including online
- Combine sharing information with exploring issues and values
- Emphasise the relationship between physical health and mental wellbeing
- Aim to reduce stigma attached to health issues, in particular relating to mental health, and discourage the pejorative use of language related to ill health
- Support pupils to understand their changing bodies and their feelings, how to protect their own health and wellbeing, and when a physical or mental health issue requires attention
- Build on the primary health and wellbeing curriculum content
- Support all young people for life in modern Britain

2. Statutory requirements

As a secondary academy, we must provide RSHE to all pupils under section 34 of the [Children and Social Work Act 2017](#).

In teaching RSHE, we're required by our funding agreements to have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

At Meadowhead School and Sixth Form, we teach RSHE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – this policy was initially written in 2020-21 by the Head of Ethics and the Assistant Headteacher for Personal Development who were guided by all relevant information including relevant national guidance. It was significantly updated in 2025-26 to comply with new government guidance.
2. Staff consultation – during this process in 2025-26, the Assistant Headteacher for Personal Development consulted with teachers of PSHE as well as other faculty leaders. The new

policy and updated curriculum were also discussed with senior teachers and pastoral leaders. A similar process was conducted for the initial policy in 2021.

3. Parent/stakeholder consultation – the previous policy and curriculum overview was shared with parents by email on Friday 24th April 2026 with an accompanying questionnaire. These responses were used to shape both the policy and curriculum planning. A summary of these responses was shared with the Pupils Committee at their meeting on Monday 8th June 2026. This survey mirrored a similar process that developed the initial policy in 2021.
4. Pupil consultation – all Y7-Y13 students were asked for their feedback on RSHE during form time on week commencing Monday 13th April 2026. This discussion allowed student parliament representatives to discuss RSHE in an informed way at their year parliaments the following week. The Head of Ethics, the faculty lead for PSHE and the Assistant Headteacher for Personal Development met with Student Cabinet members comprising of Y7-Y13 students on Wednesday 29th April. Again, a similar process was conducted for the initial policy in 2020-21.
5. Ratification – once amendments were made following the consultation, the policy was shared with governors and ratified at the Pupils Committee meeting on Monday 8th June 2026.

4. Definition

Relationships, Sex and Health Education (RSHE) at Meadowhead School will ensure that our young people are confident, knowledgeable and empowered to make good choices.

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSHE involves a combination of sharing information, and exploring issues and values. It does not involve the promotion of sexual activity. We believe that effective relationship and sex education is essential if young people are to make responsible and well-informed decisions about their lives.

5. Curriculum

Our curriculum is set out as per Appendix 1 and 2 but we may need to adapt it as and when necessary. We will update the appendix on an annual basis and share with students, parents and families. We also will share all curriculum materials with parents and carers on request.

We have developed the curriculum in consultation with parents, pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils.

The curriculum is designed using the expertise of Meadowhead's staff but adapts resources from external organisations to ensure the highest possible quality. For example, we integrate and adapt resources shared by the PSHE Association and Learn Sheffield. If pupils ask questions outside the scope of this curriculum and policy, teachers will respond in an appropriate manner so students are fully informed and do not seek answers online.

The curriculum makes regular links to whole-school policies and procedures. One example is the regular reference made throughout the curriculum to the school's Never Okay campaign on harmful behaviours.

6. Delivery of RSHE

Most of the RSHE curriculum is taught within the Ethics curriculum and lessons. Y7, Y8 and Y9 students have two lessons of Ethics a week, with one of the hours focussing on PSHE and the other on Religious Studies. Y10, Y11, Y12 and Y13 students have one lesson a week. Biological aspects of RSHE are taught within the science curriculum, and other aspects of the RSHE curriculum are integrated in the Health, Fitness and Wellbeing (PE), ICT and Computing, and Food faculties. For Key Stage Three and Four, these lessons are supported by an extensive assembly programme. For Key Stage Five students, these lessons are supported by the tutorial programme and weekly briefings. Throughout Ethics lessons, teachers will assess understanding of key topics through a range of methods including formal written assessments, reviews of

student work, short multiple choice quizzes and through class discussions. Teachers will use these assessments to correct misconceptions and misunderstandings that exist amongst the class.

The school will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations
- “Over blocking” by the school’s filtering and monitoring system doesn’t lead to unreasonable restrictions as to what children can be taught

At Meadowhead, RSHE will be accessible for all pupils. The Head of Ethics works with colleagues such as Assistant Headteacher – SENCO and the Engagement Centre teachers to ensure all Meadowhead pupils access the full curriculum as outlined in this policy. The school is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships, Sex and Health Education is a priority for these students who are regularly supported by individual mentoring or in small group sessions. Ethics teachers will make sure that pupils understand the importance of equality and respect and learn about the law. This will include learning about the rights and protections from discrimination relating to the protected characteristics, including gender reassignment as set out in the Equality Act 2010, by the end of their secondary education.

The school will:

- Make sure that all pupils are taught the facts and the law about biological sex and gender reassignment, recognising that people have legal rights by virtue of their biological sex which are different from the rights of those of the opposite sex with the protected characteristic of gender reassignment. Pupils will also be taught to recognise that people with the protected characteristic of gender reassignment, as with the other protected characteristics, have protection from discrimination and should be treated with respect and dignity
- Be mindful in teaching the facts and the law about biological sex and gender reassignment that beyond the facts and the law about biological sex and gender reassignment there is significant debate
- Not endorse any particular view or teach this as fact – for example, the school will not teach as fact that all people have a gender identity
- Avoid:
 - Any language or activities that repeat or enforce gender stereotypes
 - Any suggestion that social transition is a simple solution to feelings of distress or discomfort

Ethics teachers will make sure that all pupils’ views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils. Students will be introduced to protective and preventative content in a way that does not cause unreasonable alarm and does not appear to normalise risky behaviours or activities.

RSHE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships, including:

- Families
- Respectful relationships, including friendships
- Online safety and awareness
- Being safe
- Intimate and sexual relationships, including sexual health

It is important for secondary pupils to know what the law says about certain topics covered in RSHE, particularly in relation to the law and young people. This will help pupils identify what is right and wrong, and can provide a foundation of knowledge for deeper discussion. These topics include, but are not limited to:

- Marriage, including forced marriage and civil partnerships
- Consent, including the age of consent
- Domestic abuse, stalking, rape, sexual offences, female genital mutilation (FGM), 'virginity testing' and hymenoplasty
- Sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour
- Online behaviours including image and information sharing (including sexual imagery, making or sharing nudes and semi-nudes including AI-generated sexual imagery and deepfakes). Pupils should understand the law about online sexual harassment and online sexual abuse, including grooming and sextortion
- Pornography
- Abortion
- The protected characteristics
- The age of criminal responsibility

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

For more information about the content of our RSHE curriculum and how it meets statutory guidance, see Appendices 1 and 2.

6.1 Dealing with sensitive issues

We will ensure a safe learning environment by ensuring all staff teaching Ethics make sure their approach always considers the best interests of the child.

Teachers will often set ground rules guided by the PSHE Association's suggested guidelines.

Teachers will try to answer pupils' questions honestly, sensitively and in such a way that takes the context into account. In all circumstances, the professional judgement of the teacher must come in to play when deciding if questions are suitable for class discussion.

Sensitive issues will be handled by a variety of techniques including reminding students of the ground rules, pausing the lesson for class discussion, anonymous question boxes and distancing techniques to turn the issue into a more general example. In some cases, it may be deemed appropriate to 'park' a question in order to allow the teacher time to ensure a factual and appropriate response or raise potential child protection issues. This could include teacher research or liaison with colleagues and the Head of Ethics. It may also require communication with year teams, senior leadership and safeguarding leads.

If at any point a disclosure is made by a student it is the responsibility of the member of staff to follow the school's safeguarding policy and notify the school's Designated Safeguarding Lead or Deputy DSL. Staff will also register any concerns for a student on CPOMs.

6.2 Inclusivity

We will teach about these topics in a manner that:

Considers how a diverse range of pupils will relate to them

Is sensitive to all pupils' experiences

During lessons, makes pupils feel:

- Safe and supported
- Able to engage with the key messages

6.3 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSHE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7. Use of external organisations and materials

The school designs its own resources for the teaching of RSHE and all teaching is done by Meadowhead teachers. Where we use some or adapt elements of external resources from organisations like Learn Sheffield and the PSHE Association, we will make sure that any materials used are accurate, age and stage appropriate and unbiased and in line with our legal duties around political impartiality. While resourcing our curriculum, we will not:

Use resources from organisations that take or promote extreme political positions

Use materials produced by such agencies, even if the material itself is not extreme

Work with agencies who do not allow their material to be shared with parents and carers

8. Roles and responsibilities

8.1 The Governing Body – Pupils Committee

The Governing Body – Pupils Committee will approve the RSHE policy and hold the headteacher and other members of the senior leadership team, especially the Assistant Headteacher – Personal Development, to account for its implementation.

The governing board will ensure that:

- All pupils make progress in achieving the expected educational outcomes
- Teaching is accessible to all pupils with SEND
- Curriculum content and teaching materials are aligned with the guidance
- Clear information is provided for parents on the subject content, teaching materials and external providers, and on the right to request that their child is withdrawn from sex education

8.2 Leadership of RSHE

The Assistant Headteacher – Personal Development is responsible for the implementation and review of this policy and provides regular updates to the Senior Leadership team. The Head of Ethics is responsible for the delivery of the curriculum and assuring the quality of teaching and learning. The Head of Ethics also manages questions about the curriculum and requests to withdraw pupils from components of RSHE (see section 8).

8.3 Teaching Staff

Teaching staff are responsible for:

- Ensuring they keep their subject knowledge of relevant topics up-to-date
- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress and understanding of students
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the components of RSHE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of sexism, misogyny, homophobia and stereotypes as part of the school's Never Okay approach
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL) [insert DSL name here]

8.4 Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

9. Parents' right to withdraw from RSHE

Parents have the right to request that their child be withdrawn from some or all of Sex Education delivered as part of RSHE. This does not apply to all elements of RSHE as some are compulsory elements that either form part of the National Curriculum (i.e. puberty and reproduction in Science) or make up the Relationships and Health Education components. Parents have the right to withdraw their children from the non-statutory components of sex education within RSHE up to and until 3 terms before the child turns 16. After this point, it becomes the child's decision, and if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. Parents do not have the right to withdraw from other elements of the Ethics programme such as learning about protected characteristics.

Where concerns or questions are raised about any part of this curriculum, teachers will endeavour to allay concerns by sharing resources in advance or making small adjustments to their pedagogy. If such steps do not allay concerns, the Head of Ethics [or appropriate postholder] will enter into dialogue with the student and their family.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Head of Ethics. A copy of withdrawal requests will be placed in the pupil's educational record. The Head of Ethics will arrange a meeting to discuss the request with parents, answering any questions and sharing more information about lesson content. After this meeting, the family will then be able to make a decision on withdrawal which should be communicated to the Assistant Headteacher – Personal Development who will make the necessary arrangements and adaptations. These arrangements will be shared with the Headteacher. If parents and guardians are unhappy with the arrangements that are introduced or their implementation, they should then raise the matter with the Headteacher. The Headteacher will then review the arrangements and ask for any adjustments as necessary.

In exceptional circumstances, for example because of a safeguarding concern or a pupil's specific vulnerability, the headteacher can refuse a request to withdraw the pupil from sex education.

10. Training

All staff teaching RSHE will be supported by having access to fully planned and resourced schemes of work for all year groups. The Ethics department will offer support and guidance to any teachers outside of the department in delivering RSHE lessons. Non-specialists will be fully inducted to the teaching of the subject and will be provided with resources (fully planned lessons) to enable them to plan and deliver the curriculum effectively and reflectively.

11. Monitoring arrangements

The delivery of RSHE in Ethics lesson is monitored by the Head of Ethics through the development of a shared curriculum, learning walks and book scrutiny. Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

The Assistant Headteacher – Student Development works with middle leaders in other faculties (e.g. Science, Food, HFWB, ICT & Computing) to assure the RSHE content that is delivered by these teams. The Assistant Headteacher also works with other members of the Senior Leadership Team, as well as safeguarding and pastoral teams to ensure the curriculum reflects and tackles contemporary trends seen in casework.

This policy will be reviewed annually by the Assistant Headteacher – Personal Development. At every review, the policy will be shared with the Pupils Committee of the Governing Body and formally approved by the Trust Board.

Appendix 1: Staying Safe and Healthy - Curriculum Map

Relationships and sex education, and health education curriculum map

At Key Stages 3 and 4, this curriculum is supported by the Staying Safe and Healthy strand in the school's assembly programme and activities in form time such as Decisions. In the Sixth Form, Ethics lessons are supported weekly briefing and tutorial time.

YEAR GROUP AND FACULTY	TOPIC/THEME DETAILS
Y7 Ethics	Welcome to Meadowhead – Students are welcomed to Meadowhead and given tools to help maintain balance and organisation. They also learn about the Equality Act, tolerance, being an upstander, teamwork, respect, managing friendships including the ending of friendships, bullying and dealing with strangers. Students will learn basic first aid and how to keep themselves safe around water, roads and railways. The unit makes explicit links to the school's Never Okay campaign on harmful behaviours.
Y7 Ethics	Relationships – Students will consider a range of topics connected to relationships in an age-appropriate way. This includes self-worth, the changing nature of relationships, family diversity, healthy behaviours including consent and boundaries and the management of conflict, reconciliation and ending relationships. Students will understand the law about sexualized images and understand how to seek support with this topic. This unit makes explicit links to the school's Never Okay campaign on harmful behaviours.
Y7 Ethics	Health and Puberty Students will learn about personal hygiene, bacteria, antibiotics and dental health. They will understand the importance of taking responsibility for their health. They learn basic first aid and life-saving skills. Students will learn the main changes which take place in males and females, and the implications for emotional and physical health. This includes the facts about puberty, the changing adolescent body, including brain development, menstrual and gynaecological health, including: what is an average period; period problems such as premenstrual syndrome; heavy menstrual bleeding and when to seek help from healthcare professionals.
Y7 Ethics	The Science of Happiness – Students will explore the factors that contribute to positive mental wellbeing and happiness. The unit includes content on self-esteem, understanding and managing emotions, mindfulness, resilience, healthy sleep, physical activity, nutrition, spending time in nature, developing positive relationships, and the impact of social media on wellbeing. Students will consider practical, evidence-informed strategies to maintain and improve their own mental wellbeing.

YEAR GROUP AND FACULTY	TOPIC/THEME DETAILS
Y7 Ethics	Drugs and Alcohol- Students begin to learn about addiction and substances that could bring them harm. This includes caffeine/energy drinks, smoking, vaping, alcohol and illegal drugs. Students will learn how to recognise and manage peer influence in relation to risk-taking behaviour
Y7 Ethics	Staying Safe– Students about a range of possible risks in the wider world including gambling and gambling like content, knives, county lines and FGM. Students will know how to report concerns about themselves or someone else.
Y7 Science	Human Reproduction - Students learn about the key parts of the male and female reproductive system, puberty, menstruation, fertilisation and how the foetus developments.
Y7 Health, Fitness and Wellbeing (PE)	Introduction to Fitness – Students learn and replicate specific techniques in a range of fitness-based activities. They investigate the bodies' ability to exercise and the reasoning behind such principles. Students gain an understanding of warm ups, cool downs and health related exercise through physical tasks.
Y7 Food	Introduction to Healthy Eating - Students research healthy eating in general and then look at the five nutrients and a simple function of each. They learn about the Eatwell Guide and design and make a pasta salad based around the sections of the Eatwell Guide. Students investigate how healthy various food products are by analysing their fat, sugar and calorie content and making a judgement on whether they are healthy or not.
Y7 ICT and Computing	Online Safety – Students learn about the potential dangers/risks of online activity, healthy use of the internet, cyber-bullying, digital footprints and key legislation such as the Data Protection Act,
Y8 Ethics	The Equality Act and Inclusivity – Students will learn about the protected characteristics set out in the Equality Act 2010 and the importance of treating others with dignity and respect. The unit explores prejudice, discrimination, stereotypes and inclusion, including those relating to sex, race, religion or belief, disability, sexual orientation and gender reassignment. Students will develop an understanding of the value of diversity, the importance of challenging harmful prejudice and discriminatory behaviour, and the expectation that everyone should be treated fairly, while recognising that people may hold different protected beliefs. The unit makes explicit links to the school's Never Okay campaign on harmful behaviours.
Y8 Ethics	Relationships and Sex Education (Y8) – Students will learn the characteristics of healthy, respectful and safe relationships, both online and offline. The unit explores forming and maintaining positive relationships, recognising and responding to peer pressure, and understanding consent, boundaries, intimacy and sexual relationships. Students will learn about contraception, pregnancy and parenthood, as well as the risks associated with sharing sexual images, online grooming, coercion and other harmful behaviours. The unit also develops students' understanding of how to seek help and support and makes explicit links to the school's <i>Never Okay</i> campaign on harmful behaviours.

YEAR GROUP AND FACULTY	TOPIC/THEME DETAILS
Y8 Ethics	Critical Thinking – Students will develop the skills to think critically about the information they encounter online and offline. The unit explores misinformation, disinformation, fake news and the responsible use of artificial intelligence, including how to recognise AI-generated content and online scams. Students will learn how to identify manipulative or extremist narratives, recognise the signs of radicalisation and harmful online influence, and develop strategies to resist coercion, challenge misinformation and seek reliable sources of information.
Y8 Ethics	Mental Health and Wellbeing – Students will learn about factors that can affect mental wellbeing and physical health, how to recognise the signs of common mental health concerns, and practical strategies to maintain and improve wellbeing. The unit explores healthy and unhealthy coping strategies, the importance of seeking support when needed, and how to access appropriate sources of help for themselves and others.
Y8 Health, Fitness and Wellbeing (PE)	Health and Fitness - Students explore specific fitness-based skills in a range of different contexts and develop an ability to evaluate and assess core techniques to produced refined outcomes. Students investigate ways of warming up and understand the importance of health through completion of physical tasks.
Y8 Food	Nutrition Students learn about how nutritional needs change at different stages of people's lives. They learn about budgeting for food and planning meals whilst ensuring that the meals are healthy and balanced. Students also carry out a fruit and vegetables project where they learn about the importance of eating fruit and vegetables and how we can incorporate more into our diets.
Y8 ICT and Computing	Online Safety – Students further develop their understanding of potential dangers/risks of online activity and how they can protect themselves from these risks. Key topics include the use of social media, online relationships, data protection and phishing.
Y8 Science	Digestion – Students learn about the essential nutrients, energy in food, unbalanced diets and bacteria and enzymes in digestion.
Y8 Science	Respiration – Students learn about aerobic and anaerobic respiration and, the connections between exercise and respiration.
Y8 Science	Breathing – Students learn about breathing system and gas exchange, asthma, and the impacts of smoking, and the differences between depressants and stimulants in recreational drugs.
Y9 Ethics	Human Rights – Students will learn about fundamental human rights and the importance of respecting the rights, freedoms and dignity of others. The unit explores how human rights may be violated, including through forced marriage, people smuggling and barriers to education, and examines the laws and support available to protect individuals. Students will also develop an understanding of individual rights and responsibilities, respect for different beliefs and values, and how to recognise abuse, exploitation and coercion and seek appropriate support.

YEAR GROUP AND FACULTY	TOPIC/THEME DETAILS
Y9 Ethics	Relationships and Sex Education - Students will cover a variety of concepts, in relation to intimate relationships. These include reproductive systems, pornography and how it can influence sexual attitudes and behaviours, revenge porn, consent, contraception, STIs, HIV and AIDS and sexual harassment. This unit makes explicit links to the school's Never Okay campaign on harmful behaviours.
Y9 Ethics	Drugs Education - Students will learn which drugs are illegal, the risks of taking them, including the dangers of potent synthetic drugs, illicit vapes and counterfeit medicines, and the associated physical and mental health harms. They will understand the law relating to the possession and supply of illegal substances, the risks of misusing prescribed and over-the-counter medicines, and how to identify risk and manage their personal safety in increasingly independent situations, including recognising the risks of the online supply, sale and purchase of illicit drugs. Students will also learn how alcohol and drug use can increase risky sexual behaviour and understand that alcohol/drug use and poor mental health commonly co-occur, with each potentially contributing to or worsening the other
Y9 Ethics	Crime, Punishment and the Law – Students will develop their understanding of the criminal justice system and the role of the law in protecting individuals and society. The unit explores hate crime, gang-related crime, social media and the law, criminal records, and the role of witnesses and evidence. Students will also consider the consequences of criminal behaviour, their rights and responsibilities as citizens, and how the law applies both online and offline.
Y9 Ethics	First Aid - Students will learn basic treatment for common injuries and ailments, including how to respond appropriately in an emergency. They will develop life-saving skills, including how to administer CPR, and understand the purpose of defibrillators, when one may be needed and that anyone can use one by following the device's instructions.
Y9 Food	Nutrients - Students learn about the five nutrients in depth - why we need them, what happens if we do not consume enough or too much. Students again look at the Eatwell Guide and apply their knowledge of the five nutrients to this. Students investigate the importance of portion control and the consequences of eating big portion sizes. They are taught about fibre and its role in the body.
Y9 Science	Organising Animals and Plants – Within this unit student learn about the elements of blood, the heart, breathing and gas exchange and about heart disease, valves, coronary heart disease and potential treatments.
Y9 Health, Fitness and Wellbeing (PE)	Health and Fitness – Students further develop understanding of the broad range of training methods (e.g. interval, fartlek) and different outcomes (e.g. for netball). Students develop knowledge of the immediate effects of exercise and reasoning for these bodily responses.

YEAR GROUP AND FACULTY	TOPIC/THEME DETAILS
Y10 Ethics	Safety, Risk and Influence – Students should know how to identify and manage risks in a range of environments and social situations, including online spaces, workplaces, social events, travel and relationships. They should understand how peer influence, social norms, grooming and exploitation can affect behaviour and increase risk, and know strategies for resisting pressure, supporting others and safely responding to conflict or violence. Students should understand the law relating to weapons, violence, purchasing or supplying weapons and joint enterprise, and know how to evaluate sources of advice and support, report concerns and access appropriate help when they or others may be at risk.
Y10 Ethics	Finance – Students develop understanding of key areas of finance including credit, debt, taxation, national insurance, welfare support and the risks associated with gambling.
Y10 Ethics	Relationships and Sex Education – Students will cover a variety of concepts in relation to intimate and romantic relationships. Students will cover consent and the law, HIV, victim blaming, coercion and domestic violence, abortion and the law, fertility and routes to parenthood, miscarriage, young parents, adoption and fostering.
Y10 Science	Communicable diseases Students learn about pathogens, the difference between viral and bacterial diseases, fungal and protist diseases and the immune system.
Y10 Science	Preventing and Treating Disease – Students learn about the risk factors connected with particular diseases, virus pathogens, the natural and synthetic development of drugs and the introduction of new vaccines. This unit also looks at the relationship between different diseases and mental health.
Y10 Ethics	Health - Students will learn more around the risks associated with taking drugs, how to limit the risks associated with taking drugs, the specific risks of volatile substance abuse, smoking cigarettes, cannabis, CBD products and the emerging research about vaping. As well as learning about caffeine and energy drinks, the unit addresses the importance of effective sleep and the impact of poor sleeping habits. It also focuses on male and female specific cancers as well as risks associated with body modification.
Y10 English	Non-Fiction and the Media – Students read a range of high-quality non-fiction texts and develop their understanding of bias and authenticity. Students investigate how viewpoint and perspective shapes choices made within texts.
Y11 Ethics	Mental Health and wellbeing – Students will identify the challenges ahead and consider strategies to overcome adversity. They will learn about common mental health conditions such as anxiety, stress and depression. They will evaluate healthy and unhealthy coping strategies and how to look after their general wellbeing.

YEAR GROUP AND FACULTY	TOPIC/THEME DETAILS
Y11 Ethics	Relationships, sex and health education – Students will revisit some prior learning and cover content such as consent, sexual harassment, pornography, contraception, healthy sex and intimacy without sex, sex under the influence of drugs and alcohol, and safe online behaviours.
Y11 Science	Inheritance and Reproduction – Students learn about sexual and asexual reproduction, DNA, mutations, inherited diseases and genetic screening.
Y12 Ethics	Staying Safe and Healthy – Students will learn about topics including mental health and wellbeing: body image and self-esteem, tattoos, sunbed, vaping, alcohol/drugs and risk management, personal safety and first aid.
Y12 Ethics	Living in the Wider World – Students will cover topics such as rights at work, media literacy, gambling and radicalisation.
Y12 Ethics	Relationships – Students will revisit prior learning and cover topics such as relationship values, mature and meaningful relationships, consent, protection and contraception, recognising and leaving unhealthy relationships, pornography.
Y13 Ethics	Health – Students will learn about topics including mental health and wellbeing: depression, OCD, resilience, eating disorders, body image, treatment for poor mental health, driving safety, male/female specific health, unintended pregnancy and parenthood.
Y13 Ethics	Living in the wider world – Students will prepare for living independently and will cover: balancing finances, healthy eating on a budget, work/life balance, and how/when to access healthcare.

Appendix 2: Mapping of Meadowhead curriculum with statutory guidance

TOPIC	PUPILS SHOULD KNOW	COVERED IN CURRICULUM AREA
Families	• 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 marriage before the age of 18 are illegal • How families and relationships change over time, including through birth, death, separation and new relationships. • The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development. • How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust	Y7 Ethics - Relationships Y8 Ethics – Relationships and Sex Education Y9 Ethics - Human Rights Y9 Ethics – Relationships and Sex Education Y10 Ethics – Relationships and Sex Education Y10 Ethics – Safety, Risk and Influence Y11 Ethics – Relationships, Sex and Health Education Y12 Ethics – Relationships

Respectful relationships, including friendships	• About the characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships • How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal • The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others • What tolerance requires, including the importance of tolerance of other people's beliefs • The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict • The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help • Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration • The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care and attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says 'yes' to doing something that doesn't automatically make it ethically okay • How stereotypes, in particular stereotypes based on sex, gender, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice • How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others • How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially	Y7 Ethics – Welcome to Meadowhead Y7 Ethics – Relationships Y7 Ethics – Science of Happiness Y8 Ethics – The Equality Act and Inclusivity Y8 Ethics – Relationships and Sex Education Y8 Ethics – Critical Thinking Y9 Ethics – Relationships and Sex Education Y9 Ethics – Human Rights Y10 Ethics – Safety, Risk and Influence Y10 Ethics - Finance Y10 Ethics – Relationships and Sex Education Y11 Ethics – Relationships, Sex and Health Education Y12 Ethics - Relationships
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TOPIC	PUPILS SHOULD KNOW	COVERED IN CURRICULUM AREA
	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 • 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	

Online safety and awareness	• 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 they provide provides to another has the potential to be shared and circulated online and the difficulty of removing potentially compromising material placed online. They should also understand the difference between public and private online spaces and related safety issues • Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images • About the characteristics of social media, including that some social media accounts are fake, and/or may post things which aren't real or have been created with AI. They should also know 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 • That keeping or forwarding indecent or sexual images of someone under 18 is a crime (even if the photo is of themselves or someone who has consented, and even if the photo was created by that child and/or using AI). That there are potentially serious consequences of acquiring or generating these images. That sharing indecent images of people over 18 without their consent is also a crime • How to seek support. They should also 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 • 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 • Where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamourise behaviours which are unhealthy and wrong	Y7 ICT and Computing – Online Safety Y7 Ethics – Welcome to Meadowhead Y7 Ethics - Relationships Y8 Ethics – Relationships and Sex Education Y8 ICT and Computing – Online Safety Y8 Ethics – Critical Thinking Y9 Ethics – Relationships and Sex Education Y9 Ethics – Crime, Punishment and the Law Y10 English – Non-Fiction Y10 Ethics – Relationships and Sex Education Y11 Ethics – Relationships, Sex and Health Education Y12 Ethics - Relationships Y12 Ethics – Living in the Wider World
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TOPIC	PUPILS SHOULD KNOW	COVERED IN CURRICULUM AREA
	• 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. That this can affect people who see pornographic content accidentally, as well as those who see it deliberately. That 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 (for example, to enable targeted advertising) • That criminals can operate online scams, such as 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. That 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	• How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent. • That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others. • How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed. • How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions. • What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it. • That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting. • The concepts and laws relating to sexual violence, including rape and sexual assault. • The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language. • The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour. • That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed. • The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation. • The concepts and laws relating to forced marriage.	Y7 Ethics – Staying Safe Y7 Ethics – Relationships Y7 Ethics – Welcome to Meadowhead Y8 Ethics – Relationships and Sex Education Y8 Ethics – The Equality Act and Inclusivity Y9 Ethics – Relationships and Sex Education Y9 Ethics – Human Rights Y10 Ethics – Relationships and Sex Education Y10 Ethics - Finance Y0 Ethics – Safety, risk and Influence Y11 Ethics – Relationships, Sex and Health Education Y12 Ethics – Relationships
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TOPIC	PUPILS SHOULD KNOW	COVERED IN CURRICULUM AREA
	• The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible. • That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death. • That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful. • . How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault.	

Intimate and sexual relationships, including sexual health	• 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 • About sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, such as the law, their faith and family values. That kindness and care for others require more than just consent • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • That some sexual behaviours can be harmful • The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making • That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted. How risk can be reduced through safer sex (including through condom use) • About 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 • About the prevalence of STIs, the short and long-term impact they can have on those who contract them, and key facts about treatment • How the use of alcohol and drugs can lead people to take risks in their sexual behaviour • How and where to seek support for concerns around sexual relationships including sexual violence or harms • How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment	Y7 Ethics – Relationships Y7 Science – Human Reproduction Y7 Ethics – Health and Puberty Y7 Ethics – Drugs and Alcohol Y8 Ethics – Relationships and Sex Education Y9 Ethics – Relationships and Sex Education Y9 Ethics – Drugs Education Y10 Ethics – Relationships and Sex Education Y10 Ethics – Safety, Risk and Influence Y10 Ethics – Health Y10 Science – Communicable diseases Y11 Ethics – Relationships, Sex and Health Education Y12 Ethics – Relationships Y13 Ethics - Health
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TOPIC	PUPILS SHOULD KNOW	COVERED IN CURRICULUM AREA
Mental wellbeing	• How to talk about their emotions accurately and sensitively, using appropriate vocabulary. • The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness. • That happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed. • That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal. • Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully-presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions. • How to critically evaluate which activities will contribute to their overall wellbeing. • Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it's possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it. • That gambling can lead to serious mental health harms, including anxiety, depression, and suicide, and that some gambling products are more likely to cause these harms than others. • That the co-occurrence of alcohol/drug use and poor mental health is common and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug use can trigger mental health problems or exacerbate existing ones. That stopping smoking can improve people's mental health and decrease anxiety.	Y7 Ethics – The Science of Happiness Y7 Ethics – Puberty and Wellbeing Y8 Ethics - Mental Health and Wellbeing Y10 Ethics – Health Y10 Ethics - Finance Y11 Ethics – Mental Health and Wellbeing Y12 Ethics – Staying Safe and Healthy Y13 Ethics – Health

TOPIC	PUPILS SHOULD KNOW	COVERED IN CURRICULUM AREA
Wellbeing Online	• About the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image); how people may curate a specific image of their life online; the impact that an over-reliance on online relationships, including relationships formed through social media, can have. • How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours. • The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt. • How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories. • The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online. • The serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it.	Y7 ICT and Computing – Online Safety Y7 Ethics – Staying Safe Y8 Ethics – Critical Thinking Y8 Ethics – Relationships and Sex Education Y8 ICT and Computing – Online Safety Y9 Ethics – Relationships and Sex Education Y9 Ethics – Crime, Punishment and the Law Y10 Ethics – Relationships and Sex Education Y10 Ethics – Health Y10 Ethics - Finance Y11 Ethics – Relationships, Sex and Health Education Y12 Ethics– Staying Safe and Healthy Y12 Ethics – Living in the Wider World

TOPIC	PUPILS SHOULD KNOW	COVERED IN CURRICULUM AREA
Physical health and fitness	• The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health. • Factual information about the prevalence and characteristics of more serious health conditions. • That physical activity can promote wellbeing and combat stress. • The science relating to blood, organ and stem cell donation.	Y7 HFWB (PE) – Introduction to Fitness Y7 Ethics – Health and Puberty Y7 Ethics – The Science of Happiness Y8 Ethics – Mental Health and Wellbeing Y8 Science - Respiration Y8 HFWB (PE) – Health and Fitness Y9 HFWB (PE) – Health and Fitness Y10 Ethics - Health Y12 Ethics – Staying Safe and Healthy Y13 Ethics – Health
Healthy eating	• 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.	Y7 Ethics – Health Y7 Ethics – The Science of Happiness Y7 Ethics – Drugs and Alcohol Y7 Food – Introduction to Health Eating Y8 Science – Digestion Y8 Ethics – Mental Health and Wellbeing Y8 Food – Nutrition Y9 Food – Nutrients Y10 Ethics – Health Y12 Ethics – Staying Safe and Healthy Y13 Ethics – Health

TOPIC	PUPILS SHOULD KNOW	COVERED IN CURRICULUM AREA
Drugs, alcohol, tobacco and vaping	• The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health. • The law relating to the supply and possession of illegal substances. • The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol. • The physical and psychological consequences of problem-use of alcohol, including alcohol dependency. • The dangers of the misuse of prescribed and over-the-counter medicines. • The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so. • The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.	Y7 Ethics – Drugs and Alcohol Y7 Science – Alcohol and Tobacco Y8 Ethics – Mental Health and Wellbeing Y9 Ethics – Drug Education Y10 Ethics - Health Y11 Ethics – Relationships, Sex and Health Education Y12 Ethics – Staying Safe and Healthy Y13 Ethics – Health

TOPIC	PUPILS SHOULD KNOW	COVERED IN CURRICULUM AREA
Health protection and prevention, and understanding the healthcare system	• Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics. • Dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing consumption of sugar-containing food and drinks, and regular check-ups at the dentist. • How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals. • The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening. • The facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils. • The importance of sufficient good-quality sleep for good health, the importance of screen-free time before bed and removing phones from the bedroom, and how a lack of sleep can affect weight, mood and ability to learn. • The importance of healthy behaviours before and during pregnancy, including the importance of pre-conception health, including taking folic acid. The importance of pelvic floor health. Information on miscarriage and pregnancy loss, and how to access care and support. • How to navigate their local healthcare system: what a GP is; when to use A&E / minor injuries; accessing sexual health and family planning clinics; the role of local pharmacies; and how to seek help via local third sector partners which may have specialist services. 9. The concept of Gillick competence. That the legal age of medical consent is 16. That before this, a child's parents will have responsibility for consenting to medical treatment on their behalf unless they are Gillick competent to take this decision for themselves. Pupils should understand the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment.	Y7 Ethics – Puberty and Wellbeing Y7 Ethics – Health Y7 Ethics – Health and Wellbeing Y8 Ethics – Mental Health and Wellbeing Y8 Ethics – Relationships and Sex Education Y9 Ethics - Relationships and Sex Education Y10 Ethics – Relationships and Sex Education Y10 Science – Preventing and Treating Disease Y10 Ethics – Health Y11 Ethics – Relationships, Sex and Health Education Y12 Ethics – Staying Safe and Healthy Y13 Ethics – Health

TOPIC	PUPILS SHOULD KNOW	COVERED IN CURRICULUM AREA
Personal Safety	• How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways – including level crossings - and water (including the water safety code), and in unfamiliar social or work settings (for example the first time a young person goes on holiday without their parents). • How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media. • How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure. • Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime. • The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an educational tool. Children should be taught that carrying weapons is uncommon, and should not be scared into the perception that many young people are carrying knives (which can lead to the misconception that they need to carry a knife too). • The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern.	Y7 Ethics – Welcome to Meadowhead Y7 Ethics – Drugs and Alcohol Y7 Ethics – Staying Safe Y8 Ethics – Critical Thinking Y9 Ethics – Human Rights Y10 Ethics – Safety, Risk and Influence Y11 Ethics – Relationships and Sex Education
Basic first aid	• Basic treatment for common injuries and ailments. • Life-saving skills, including how to administer CPR. • The purpose of defibrillators, when one might be needed and who can use them.	Y7 Ethics – Welcome to Meadowhead Y7 Ethics - Health Y9 Ethics – First Aid Y12 Ethics – Staying Safe and Healthy

TOPIC	PUPILS SHOULD KNOW	COVERED IN CURRICULUM AREA
Developing bodies	• The main changes which take place in males and females, and the implications for emotional and physical health. • The 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.	Y7 Ethics – Puberty and Wellbeing Y7 Science – Human Reproduction Y8 Ethics – Relationships and Sex Education Y8 Ethics – Mental Health and Wellbeing Y10 Ethics – Relationships and Sex Education Y10 Ethics - Health Y12 Ethics – Health

Appendix 3: Parent form: withdrawal from sex education within RSHE Curriculum

TO BE COMPLETED BY PARENTS			
Name of child		Form and Year	
Name of parent or carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent or carer signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	