



RELATIONSHIPS & SEX EDUCATION (RSE) / PERSONAL, SOCIAL, HEALTH & ECONOMIC EDUCATION (PSHEE) POLICY

AUTHOR	Head of Tutoring and SPHERE	Date: May 2026
REVIEWED BY	Deputy Head (Pastoral)	Date: June 2026
APPROVED BY THE LEADERSHIP TEAM		Date: September 2026
VERSION CONTROL		Version 6

DATE OF NEXT REVIEW	Head of Tutoring and SPHERE	Date: September 2027
REGULATORY COMPLIANCE	Education (Independent School Standards) Regulations (2014) The Relationships Education, Relationships and Sex Education (RSE) and Health Education (England) Regulations 2019 and DfE Statutory Guidance (July 2025)	
PUBLICATION	Atlas / Parent Portal / Website	

CONTENTS

1. Policy Statement	2
2. Principles	3
3. Responsibilities	4
3.1 Provost and Fellows	4
3.2 Head of Tutoring and SPHERE	4
3.3 Parents and carers	5
3.4 External providers	5
3.5 Staff	5
4. Delivery	5
5. Course Content	6
6. Monitoring and Evaluation	6
Appendix 1 - SPHERE curriculum Block By Block	8
Appendix 2 - Relationships and Sex Education Curriculum Content	10
Appendix 3 – Health and Wellbeing Curriculum Content	14

I. POLICY STATEMENT

- I.1 Eton College is committed to ensuring that all pupils are happy and safe and are prepared for a successful life during and after Eton. As a single-sex boarding school we have a particular responsibility for ensuring that pupils are equally respectful of men and of women, and of themselves, so that they become responsible citizens. As such, we offer a carefully planned programme to enable pupils to develop the skills and ability to flourish in a complex world and to embrace the challenges of creating a happy and successful adult life. This policy is designed to set out clear procedures relating to the delivery of the programme and to provide parents with all the relevant information to make the appropriate decisions regarding pupil participation. This policy reflects the requirements of the Department for Education's *Relationships Education, Relationships and Sex Education (RSE) and Health Education* guidance and the information within the statutory guidance: *Keeping Children Safe In Education*.
- I.2 Relationships and Sex Education (RSE) has been compulsory in schools since September 2020. The RSE curriculum is designed to provide pupils with age-appropriate, accurate knowledge of relationships, the law, sexual health, and personal safety, alongside developing the understanding, skills, and digital intelligence required to make informed, responsible, and preventative choices. It reflects the importance of supporting pupils to navigate both online and offline contexts safely and confidently. RSE does not promote early sexual activity; rather, it equips pupils with the knowledge and judgement to manage risk and make positive decisions about their wellbeing. The programme is planned and delivered in a manner that is appropriate to pupils' age, stage of development, and background, and is responsive to the needs of the school community. Teaching is factual, inclusive, and non-judgemental, and creates a safe environment in which pupils feel confident to ask questions, deepen their understanding, and develop respectful relationships.
- I.3 Personal, Social, Health and Economic Education (PSHEE) is a compulsory element of provision in Independent Schools and makes a significant contribution to pupils' personal development. The curriculum is coherently planned to develop pupils' knowledge, skills, and attributes to support their lifelong wellbeing, safety, and preparation for life beyond school. It takes a proactive and preventative approach, enabling pupils to recognise risk, build resilience, and develop emotional literacy, as well as a secure understanding of their physical, mental, social, and digital lives. Pupils are supported to become reflective, informed, and responsible individuals who are able to engage positively with the opportunities and challenges of modern society. The programme actively promotes respect for others, including a clear understanding of the protected characteristics set out in the Equality Act 2010, and fosters the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance.
- I.4 At Eton, PSHEE and RSE together are known by the acronym SPHERE (Social, Political, Health, Economic, Relationships, Environmental and Employability education) and have a dedicated programme as detailed within this document (see appendix one).
- I.5 The programme will be accessible to all pupils, including those with a special educational need or disability as well as international pupils (particularly for those whom English is an Additional Language) who may not have had comparable prior exposure to such content. We recognise that pupils with SEND may be more vulnerable than their peers and that being able to access the curriculum content fully is particularly important for those with social, emotional and

mental health needs or learning disabilities. Wherever possible, the course content and method of delivery will be tailored to meet the specific needs of pupils at different developmental stages (please refer to the Special Educational Needs and Disability Policy). It will be delivered within a moral framework compliant with the aims and ethos of Eton College.

- 1.6 Eton College is fully committed to ensuring that the application of this policy is non-discriminatory and in accordance with the Equality Act 2010, particularly with regards to Safeguarding and to pupils with disabilities or Special Educational Needs, further details of which can be found within our Equality & Inclusion Policy. This policy should be read in conjunction with other policies, namely the Behaviour Policy, Prevention of Bullying and Unkindness Policy, Equality & Inclusion Policy, the Safeguarding (Child Protection) Policy and the SEND Policy.
- 1.7 This policy has been developed through a holistic process involving a range of stakeholders, including the SPHERE committee, staff, and leadership team, with opportunities for active consultation and parental input at the drafting stage. Parents can access the policy via the Parent Portal or the Eton College website; a hard copy is available on request from the Lower Master's Office.

2. PRINCIPLES

- 2.1 Eton College wishes to implement this policy upon the principles of trust, cooperation and mutual understanding with parents and will therefore actively consult with all parents concerning any significant developments within this policy and the corresponding SPHERE programme.
- 2.2 The College supports a parent's right to choose, therefore parents have the right to withdraw their child from some or all of Sex Education delivered as part of statutory RSE (please see Appendix I for the overview for each year group). Parents are not able to request their child is withdrawn from Relationships or Health Education as these are mandated by statute, or from topics taught within the science curriculum (including topics related to puberty or sexual reproduction. Parents are allowed to withdraw their child from sex education, up to and until three terms before the pupil turns 16. After that point, if the pupil wishes to receive sex education rather than be withdrawn, the College will appropriately discuss these options with the pupil once they become of age and make arrangements to provide the pupil with sex education during one of those terms. If a parent wishes to withdraw their child from the sex education programme they should notify the Deputy Head (Pastoral) in writing.
- 2.3 Before granting their request the Head of SPHERE will discuss options with the parents and, as appropriate, with the pupil to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The College will keep a record of this meeting and of the decision made.
- 2.4 Good practice is also likely to include the Head of SPHERE (or their representative) discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the pupil. This could include any social and emotional effects of being excluded, as well as the likelihood of the pupil hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental

effects may be mitigated if the parents propose to deliver sex education to their child at home instead). If a parent decides to withdraw their child, alternative arrangements will be made for the pupil to study another SPHERE topic in School Library during that allotted time period.

- 2.5 Where a pupil has been withdrawn from some or all elements of Sex Education, teaching staff will remain mindful of the parents' wishes if the pupil subsequently raises questions on those topics. Any such instances will be referred to the Head of SPHERE to enable a collaborative discussion with parents about how best to address the matter and how the School can provide appropriate support.
- 2.6 To ensure that the content of the SPHERE curriculum remains relevant, up to date and responsive to the needs of our pupils, both parents, staff and pupils are encouraged to contact the Head of SPHERE to discuss their views in order to reassure themselves that the delivery and content are accurate, reflect a range of views, and provide enriching and engaging material.
- 2.7 Pupils will also be consulted about their views of the course content and methods of delivery via Block Forums and School Council. They are also opportunities to contribute their views through the Comment Card system of reporting. Their feedback will be used to inform the ongoing shaping and refining of resources. A recent example of changes made in response to pupil input and voice is the introduction of guest speakers, such as 'Everyone's Invited' to deliver topic like gender pressures.

3. RESPONSIBILITIES

3.1 Provost and Fellows

- 3.1.1 In order to fulfil their legal obligations the Provost and Fellows have overall responsibility for the implementation, delivery and monitoring of RSE and PSHEE at the College, however, the day to day administrative responsibility is delegated to the Head Master and the Leadership Team. The Provost and Fellows, through their delegated officers must ensure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils, including those with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

3.2 Head of Tutoring and SPHERE

- 3.2.1 The Head of Tutoring and SPHERE (supported by the SPHERE Committee) is authorised by the Head Master and Leadership Team to implement, monitor and manage RSE and PSHEE at the College and to ensure that all relevant staff are trained and supported to the appropriate standard. They will ensure that parents and staff are informed about the RSE/PSHEE policy, parents will also proactively be consulted and given the opportunity to provide feedback on any policy review whilst at drafting stage. An annual update report will be submitted to the

Provost and Fellows, including input from the Deputy Head (Academic), heads of department, and the Director of Inclusion Education.

3.3 Parents and carers

- 3.3.1 Parents and carers have a significant role to play in the mental and emotional development of pupils and the College therefore wishes to deliver this programme with their support and cooperation. The College is committed to maintaining open communication with parents and being transparent about the content of the curriculum so that parents are fully informed about what is being taught. It is hoped that parents will reinforce and promote the subject matter through conversations with their children. To support this, the School makes a representative sample of lesson resources available via the parent portal, enabling parents to view the materials and engage more fully in supporting the programme. In addition, parents are able to review the full range of curriculum materials on request.

3.4 External providers

- 3.4.1 External providers, of the highest calibre, support Eton staff in the delivery of a combination of lectures, workshops and follow-up discussions covering aspects of the statutorily required RSE and PSHEE course content. The College will discuss the detail of how the provider will deliver their sessions, ensure that the content is age-appropriate and accessible for the pupils and ensure that the provider understands how safeguarding reports should be dealt with in line with College policy. As with any visiting speaker, external providers will be assessed and checked in line with the college's Prevent Duty

3.5 Staff

- 3.5.1 SPHERE teachers have a responsibility to understand the content and schemes of work of the SPHERE programme and deliver them in an inclusive, sensitive, consistent and professional manner. They should be alert to issues such as sexism, misogyny, homophobia, racism, and gender stereotyping, and take positive action to promote a culture in which such behaviours are challenged and not tolerated. Staff therefore play a key role in modelling positive attitudes and behaviours. All staff who deliver SPHERE are appropriately trained. Tutors also contribute to delivery in selected areas of the programme; their close knowledge of pupils and smaller group settings enable more personalised discussion, strengthen relationships, and support open, reflective dialogue.

4. DELIVERY

- 4.1 The College provides a holistic, whole school approach to RSE with many aspects being delivered through the core curriculum. The majority of the syllabus is delivered through the SPHERE programme. The curriculum is planned and delivered with sensitivity to the College's diverse pupil body, taking account of a range of religious and cultural perspectives, and fostering an inclusive and respectful learning environment. Delivery of this takes the following forms:

- Assembly programmes on PSHEE topics.
- Compulsory lectures by external and in-house experts on RSE and PSHEE topics.
- Workshops: (delivered by in-house and external experts), including joint initiatives and shared ventures with girls from other schools, which go beyond social interaction and develop a mature understanding among our pupils.

- Once-weekly SPHERE lessons for all pupils.

Teaching is participative and interactive, encouraging discussion, reflection, and collaboration. This enables pupils to explore complex issues, think critically, and express their views in a safe environment. Delivery is also suitably challenging, prompting pupils to consider different perspectives and apply their understanding to real-life contexts.

Appendix 1 maps out the delivery of topics by Block across the academic year, thus showing the progression for pupils as they move through the College.

5. COURSE CONTENT

5.1 Appendix 2 and 3 lists the content that schools are now required to teach (as stated in the DfE statutory guidance), for which parental consultation took place and will continue to take place as new content and issues come to the fore and new families join the College.

The curriculum is also responsive to pupils' lived experiences and is regularly adapted to reflect relevant local, national, and digital contexts, ensuring that content remains meaningful and meets pupils' needs. This includes addressing key issues such as online safety and the evolving use of social media, including recent developments relating to age-appropriate access. Pupil voice is also actively incorporated, with boys contributing to the development of resources and discussions to enhance relevance and engagement. By the end of their five years at Eton, pupils will have a thorough understanding of the topics contained within RSE and PSHEE and be prepared for life beyond Eton.

The College works with a range of carefully selected external providers to enhance the delivery of RSE and PSHEE, drawing on their specialist expertise to complement the SPHERE programme. A list of the providers most regularly engaged is set out below, with further information available via links to their respective websites. A sample of resources, including those provided by external partners, is available for parents to review on the Parent Portal.

- It Happens Education - [It Happens Education | RSHE for Schools](#)
- Patrick Forster - [About Me - GAM-Ed](#)
- Laura Bates - [Activist — Laura Bates](#)
- Everyone's invited - [Everyone's Invited](#)
- Dick Moore - [Dick Moore | Charlie Waller Trainer](#)
- Dr Michael Brady - [NHS England » LGBT+ health](#)

6. MONITORING AND EVALUATION

6.1 Pupils will be guided throughout the RSE/PSHEE programme by their SPHERE teachers to ensure they actively engage with the material and make good use of the resources. Assessments of pupil progress may include pre and post topic evaluations or post talk questionnaires in order that programme leaders are able to ensure that all pupils are making good progress. In addition, pupils will be asked to self-reflect each half, as part of the Comment Card cycle, in relation to their progress, development and learning to determine where they have improved and what areas further action. In this way, pupils are able to take ownership of their own personal development. Pupils will also be consulted, e.g. via Block Forums for their input about course content.

- 6.2 The consistency of delivery and management of the course is monitored throughout the programme via observational drop-ins, walk-throughs, pupil and staff feedback, and the submission of student work by SPHERE teachers throughout the year.
- 6.3 If parents raise any issues about the policy or the arrangements for RSE or PSHEE these will be taken seriously and investigated by the Head of SPHERE, and where appropriate, escalated to the Lower Master
- 6.4 The SPHERE Committee will then meet every half to evaluate the courses, refine and update the syllabus, including its content, and the methods of delivery.
- 6.5 Staff training (where relevant) will be facilitated by the Head of SPHERE annually or sooner if required. The type of staff training will be determined in consultation with the staff delivering the programme.

APPENDIX I - SPHERE CURRICULUM BLOCK BY BLOCK

B Block	Week No.	Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk9	Wk10	Wk11	Wk12	Wk13
	Michaelmas 2025	Ice breaker	Employability		Economic literacy		Environment al Sustainability	Mental Health	Suicide prevention	Managing Stress	Substance s	Reflectio n & feedback	No Teaching	<i>End of Half</i>
	Week No.	Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk9	Wk10			
	Lent 2026	SPHER E CPD	First Aid	Transition to University	Effective AI Uses	Environme nt	Relationships	B Block mock exams	Online safety	Exam Success	Reflection & feedback			

C Block	Week No.	Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk9	Wk10	Wk11	Wk12	Wk13
	Michaelmas 2025	<i>SPHER E CPD</i>	Ice-breaker	Boarding house Culture	AI introduction ethics and uses			Sustainability		Remembrance and conflict		<i>Short Leave</i>	Reflectio n & feedback	<i>Trials</i>
	Week No.	Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk9	Wk10			
	Lent 2026	SPHER E CPD	Resilience	Grief	Employability and the job market			Consent		Gender pressures	Reflection & feedback			
	Week No.	Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk9	Wk10			
	Summer 2026	SPHER E CPD	Schools Consent Project		<i>Short Leave</i>	Prejudice campaign	TJMA lecture	AI & online deepfakes		First Aid	<i>Trials</i>			

D Block	Week No.	Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk9	Wk10	Wk11	Wk12	Wk13
	Michaelmas 2025	<i>SPHER E CPD</i>	Ice-breaker	Communicatio n	Addressing extremism and radicalisation		Prejudice		Everyday Sexism Project and Misogyny		Mental health and Stress		<i>Trials</i>	<i>Trials</i>
	Week No.	Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk9	Wk10			
	Lent 2026	SPHER E CPD	Democrac y	Economic literacy	Love & Marriage	Families	Gambling and Addiction	CV writing module	Sexual health	Work Experience	Healthy Nutrition			

E Block	Week No.	Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk9	Wk10	Wk11	Wk12	Wk13
	Michaelmas 2025	SPHERE CPD	Ice-breaker	Relationships in the House	Community	No SPHERE lesson	Online safety	Pornography	Interpersonal conflict	Legal & illegal substances	Career education	Reflection & feedback	Reflection & feedback	Trials
	Week No.	Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk9	Wk10			
	Lent 2026	SPHERE CPD	Economic literacy		Healthy relationships	Challenging gender stereotypes	Healthy eating	Relationships and sex expectations	Eating disorders	Eat for Success	Reflection & feedback			
	Week No.	Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk9	Wk10			
	Summer 2026	SPHERE CPD	UK politics	Careers Education		Gendered pressures	E Symposium	Climate science and Myth busting		Trials	Trials			

F Block	Week No.	Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk9	Wk10	Wk11	Wk12	Wk13
	Michaelmas 2025	SPHERE CPD	Ice-breaker	Transition to Eton	Positive Friendships	Diversity & inclusion		Anti-bullying		Mental health		Reflection & feedback	Trials	Trials
	Week No.	Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk9	Wk10			
	Lent 2026	SPHERE CPD	Mental health		Healthy eating habits	Online safety		Stereotypes	Puberty	Healthy relationships	Reflection & feedback			
	Week No.	Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk9	Wk10			
	Summer 2026	SPHERE CPD	Careers Education		Substances	Careers Education	Environment	Healthy Relationships	Economic literacy	Trials	Trials			

APPENDIX 2 - RELATIONSHIPS AND SEX EDUCATION CURRICULUM CONTENT

Families

1. That there are different types of committed, stable relationships.
2. How these relationships might contribute to wellbeing, and their importance for bringing up children.
3. Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony.
4. That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children.
5. That forced marriage and marrying before the age of 18 are illegal.
6. How families and relationships change over time, including through birth, death, separation and new relationships.
7. The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development.
8. How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust.

Respectful relationships

1. The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships.
2. How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal.
3. The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others.
4. What tolerance requires, including the importance of tolerance of other people's beliefs.
5. The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict.
6. The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help.
7. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.
8. The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok.

9. How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice.
10. How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others.
11. How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others.
12. Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called “involuntary celibates” (incels) or online influencers.

Online Safety and Awareness

1. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
2. Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues.
3. The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online.
4. Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images.
5. That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime.
6. What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online.
7. About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them.
8. That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online.

Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong.

9. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.
10. How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns.
11. That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it.
12. How information and data is generated, collected, shared and used online.
13. That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising).
14. That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion.
15. That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk.

Being Safe

1. How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent.
2. That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others.
3. How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed.
4. How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions.
5. What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it.
6. That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting.
7. The concepts and laws relating to sexual violence, including rape and sexual assault.

8. The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language.
9. The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.
10. That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.
11. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.
12. The concepts and laws relating to forced marriage.
13. The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible.
14. That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death.
15. That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful.
16. How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault.

Intimate and sexual relationships, including sexual health

1. That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.
2. The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex.
3. Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent.
4. That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.
5. That some sexual behaviours can be harmful.
6. The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making.
7. That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help.
8. How the different sexually transmitted infections (STIs), including HIV, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure

Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma

9. The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment.
10. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.
11. How and where to seek support for concerns around sexual relationships including sexual violence or harms.
12. How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment.

APPENDIX 3 – HEALTH AND WELLBEING CURRICULUM CONTENT

Mental Wellbeing

1. How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
2. The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness.
3. That happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed.
4. That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal.
5. Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully-presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions.
6. How to critically evaluate which activities will contribute to their overall wellbeing.
7. Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it's possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it.
8. That gambling can lead to serious mental health harms, including anxiety, depression, and suicide, and that some gambling products are more likely to cause these harms than others.
9. That the co-occurrence of alcohol/drug use and poor mental health is common and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug use can trigger mental health problems or exacerbate existing ones. That stopping smoking can improve people's mental health and decrease anxiety.

Wellbeing Online

1. About the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
2. The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image); how people may curate a specific image of

their life online; the impact that an over-reliance on online relationships, including relationships formed through social media, can have.

3. How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.
4. The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt.
5. How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories.
6. The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online.
7. The serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it.

Physical health and fitness

1. The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health.
2. Factual information about the prevalence and characteristics of more serious health conditions.
3. That physical activity can promote wellbeing and combat stress.
4. The science relating to blood, organ and stem cell donation

Healthy eating

1. How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease.
2. The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease.
3. The impacts of alcohol on diet and unhealthy weight gain.

Drugs, alcohol, tobacco and vaping

1. The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health.
2. The law relating to the supply and possession of illegal substances.
3. The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol.
4. The physical and psychological consequences of problem-use of alcohol, including alcohol dependency.
5. The dangers of the misuse of prescribed and over-the-counter medicines.
6. The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so.
7. The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.

Health protection and prevention, and understanding the healthcare system

1. Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics.
2. Dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing consumption of sugar-containing food and drinks, and regular check-ups at the dentist.
3. How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals.
4. The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening.
5. The facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.
6. The importance of sufficient good-quality sleep for good health, the importance of screen-free time before bed and removing phones from the bedroom, and how a lack of sleep can affect weight, mood and ability to learn.
7. The importance of healthy behaviours before and during pregnancy, including the importance of pre-conception health, including taking folic acid. The importance of pelvic floor health. Information on miscarriage and pregnancy loss, and how to access care and support.
8. 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.

Personal safety

1. How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways – including level crossings - and water (including the water safety code), and in unfamiliar social or work settings (for example the first time a young person goes on holiday without their parents).
2. How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media.
3. How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure.
4. Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime.
5. The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an educational tool. Children should be taught that carrying weapons is uncommon, and should not be scared into the perception that many young people are carrying knives (which can lead to the misconception that they need to carry a knife too).
6. The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern.

Basic first aid

1. Basic treatment for common injuries and ailments.
2. Life-saving skills, including how to administer CPR.
3. The purpose of defibrillators, when one might be needed and who can use them.

Developing bodies

1. The main changes which take place in males and females, and the implications for emotional and physical health.
2. The facts about puberty, the changing adolescent body, including brain development.
3. About menstrual and gynaecological health, including: what is an average period; period problems such as premenstrual syndrome; heavy menstrual bleeding; endometriosis; and polycystic ovary syndrome (PCOS). When to seek help from healthcare professionals.
4. The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.