



MAGDALEN COLLEGE SCHOOL

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Relationships and Sex Education (RSE) Policy

Updated	August 2026
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1. Rationale and ethos

Relationships and Sex Education (RSE) is an important part of the curriculum at MCS and can be defined as learning about the emotional, moral, legal, social and physical aspects of adulthood; maturing bodies; relationships; sexual activity; sexuality; and sexual health. The objective of Relationships and Sex Education is to help and support young people through their physical, emotional and moral development, and help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

Relationships and Sex Education at MCS aims to develop:

(a) Attitudes and values:

- learning the importance of values and individual conscience and moral considerations;
- learning the value of family life, marriage, and stable and loving relationships for the nurture of children, while taking care to ensure that there is no stigmatisation of children based on their own family circumstances and recognising that strong and mutually supportive relationships exist outside marriage;
- learning the value of respect, love and care;
- exploring, considering and understanding moral and personal dilemmas, for instance those surrounding unwanted pregnancy;
- developing critical thinking as part of decision-making.

(b) Personal and social skills:

- learning to manage emotions and build healthy relationships confidently and sensitively, including online;
- developing self-respect, tolerance and respect and empathy for others;
- learning to make choices based on an understanding of difference and with an absence of prejudice;
- developing an appreciation of the consequences of choices made and consent;
- managing conflict, engaging in negotiation and resisting peer pressure;
- decision-making skills;

(c) Knowledge and understanding:

- learning and understanding physical development at appropriate stages, including puberty and menstruation;

- understanding human sexuality, reproduction, sexual health and STIs, in the context of relationships;
- learning about contraception and the availability of sexual health advice, contraception and support services in the case of unexpected or unwanted pregnancy;
- learning reasons for delaying sexual activity;
- learning about peer pressure and other risk-taking behaviour, such as drugs, smoking and alcohol in the context of relationships and sex education;
- learning how to recognise and avoid unhealthy relationships, exploitation and abuse;
- learning about how relationships may affect health and wellbeing, including mental health.

Effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand reasons for delaying sexual activity.

The school is required to comply with relevant requirements of the Equality Act 2010. Under the provisions of the Equality Act, the school must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). The school must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

Provisions within the Equality Act allows the school to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of a protected characteristic.

The school will respond to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and will take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. The school has robust pastoral and behaviour policies in place to support all pupils.

The school ensures that RSE is inclusive and meets the needs of all pupils, including those with special educational needs and disabilities (SEND) by ensuring that high quality teaching is differentiated and personalised. Information to support teachers in delivering RSE to SEND pupils is provided by the School's Inclusion Lead who is based in the Learning Support Department. Teachers are also aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. RSE can also be a particularly

sensitive subject for some pupils; for example, those with Social, Emotional and Mental Health needs. Teachers responsible for delivering RSE content to such pupils will consider any relevant pastoral and SEND factors.

The school will ensure that all RSE teaching is sensitive and age appropriate in approach and content.

Lesbian, Gay, Bisexual and Transgender (LGBT) content is not delivered as a standalone unit or lesson, but is integrated into relevant parts of the wider RSE curriculum.

2. Roles and responsibilities

The RSE programme will be led by Mr Rohan Edwards, Deputy Head (Education Development) in the Senior School and Mrs Christine Kelly-Eldridge, Deputy Head (Pastoral) in the Junior School, who may delegate selected responsibilities to other teaching colleagues.

RSE will be taught by teachers who have specialist skills and/or have been provided with appropriate training. In the Senior School, a significant amount of RSE content is taught by the Biology Department as part of the Lower School and IGCSE curriculum. Training is delivered through whole staff INSET, twilight INSET sessions, external CPD and through online training modules.

The Deputy Head (Education Development) is responsible for vetting and booking any external speaker or agency to deliver part of the RSE curriculum.

The Deputy Head (Education Development) is responsible for ensuring that all teachers who deliver RSE are appropriately supported and provided with relevant training. Access to PSHE Association resources is provided to all teachers who contribute to the RSE curriculum.

3. Legislation (statutory regulations and guidance)

Relationships Education, Relationships and Sex Education (RSE) and Health Education (2025) is statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. The guidance is for teaching from 1 September 2026. The guidance gives schools freedom to deliver the content set out in the context of a balanced curriculum. At MCS, the school has chosen to deliver RSE as part of the timetabled Liliun (PSHE) programme, supplemented with various talks and workshops delivered by external speakers and agencies.

This policy is informed by guidance from the PSHE Association, of which we are a full

member.

Supporting documents as outlined in the statutory guidance include:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on cyberbullying)
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).
- [National Citizen Service](#) guidance for schools

The RSE Policy should be read in conjunction with the other following school policies and statements:

- Anti-Bullying Policy
- Equal Opportunities Policy (Pupils)
- PSHE (Lilium) Policy
- Safeguarding Policy
- SMSC Statement

4. Curriculum design

The Deputy Head (Education Development) will work closely with colleagues in related curriculum areas to ensure RSE complements and does not duplicate content covered in other compulsory subjects, e.g. Biology. Mandatory content not delivered in compulsory subject areas is covered in timetabled Lilium lessons and supplemented with extra-curricular talks.

We teach all aspects of statutory RSE, and these statutory elements are outlined in Appendix

A below.

We teach aspects of Sex Education (*conception, including IVF (J3); conception to birth (J4)*) in the Junior School during Trinity Term, following the Jigsaw curriculum.

Reproduction and puberty are also taught as part of the science curriculum in the JS and SS. Within science, teaching focuses on the biological facts of reproduction. Parents cannot withdraw pupils from science lessons, which follow our curriculum as outlined in our Curriculum Policy, as well as statutory RSE content on puberty.

Appendix A sets out in detail how the school delivers the content required in Relationships Education, Relationships and Sex Education (RSE) and Health Education (Department for Education, 2025).

The PSHE Policy provides an outline of the taught content for each year group inclusive of RSE. More detailed descriptions are found in the Schemes of Work for Lilium modules.

The school expects all teachers involved in delivering the Relationship and Sex Education (RSE) programme to actively assess pupil understanding and progress. This may include utilising short tests, quizzes, and other appropriate assessment methods, including online tools. Regular assessment will help ensure that pupils are comprehending the material effectively. Teachers should closely monitor pupil progress, and if a pupil is not making suitable progress, the relevant tutor and/or HOY should be promptly alerted so that appropriate support can be provided.

5. Safe and effective practice

We will provide a safe learning environment by ensuring that the curriculum on relationships and on sex education is complemented, and supported by, the school's wider policies on behaviour, inclusion, respect for equality and diversity, bullying and safeguarding.

Teachers will agree ground rules with the class to help manage sensitive discussions and use question boxes to allow pupils to raise issues anonymously. Content will be delivered in a non-judgemental, factual way and allow scope for young people to ask questions in a safe environment.

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. Teachers should explain to pupils how they will respond if anyone shares anything they consider to be concerning, particularly any issues of a safeguarding nature.

Pupils should be encouraged to employ appropriate 'distancing' techniques, e.g. ensuring that questions are not personalized.

6. Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In the event of such a disclosure, teachers must consult with the Designated Safeguarding Lead or one of the Deputy Designated Safeguarding Leads.

Where visiting speakers are invited to deliver aspects of the RSE curriculum, testimonials will be sought from other schools and the Deputy Head (Education Development) will brief them in advance regarding the school's safeguarding procedures. Visiting speakers will always be accompanied by a member of MCS staff when delivering RSE content. All visiting speakers are logged on the 'Visiting Speakers Register'.

The Deputy Head (Education Development) will ensure that the teaching delivered by any external visitor fits with the planned programme and the RSE policy. The visitor will be asked to provide details regarding how they will deliver their sessions to ensure that the content is age-appropriate and accessible for the pupils. The school may request to see the materials visitors will use as well as a lesson plan in advance to ensure it meets the full range of pupils' needs (e.g. special educational needs).

7. Engaging the MCS community- parents, staff and governors

7.1 Parents and carers, including right to withdraw from aspects of Sex Education

We are committed to working with parents and carers to deliver high quality, meaningful RSE which prepares their children to have positive and healthy relationships both now and in the future. We work closely with parents to ensure that they are fully aware of what is being taught and provide additional resources through the Parent Portal and the Usher's mailing. A biennial parent survey of the RSE curriculum is used to gather feedback to help shape and refine our provision.

As part of our whole school approach to RSE, we provide a range of seminars for parents and carers to help them engage with their children on the subject of RSE.

We will notify parents when Relationships and Sex Education will be taught by providing an outline of all RSE content at the start of each academic year. In addition, the Deputy Head

(Education Development) (or the Deputy Head (Pastoral) in the Junior School) will write to parents and carers in advance of each individual session delivered by an external speaker or agency.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of Relationships and Sex Education. Requests should be submitted to the Deputy Head (Education Development) (or the Deputy Head (Pastoral) in the Junior School) copying in the relevant Head of Year. The Department for Education advises schools to discuss any such requests with parents and, as appropriate, with the child concerned to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. During these discussions, the school would wish to outline to parents the benefits of receiving this important education and any detrimental effects that withdrawal may have on the pupil. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was said directly said by the teacher or external speaker. In making decisions about whether to withdraw a child from sex education the School will follow the guidelines as set out in the 2025 (or most recent) guidance.

Alternative arrangements will be made for pupils withdrawn from sex education, which will ordinarily involve private study in the library.

The right to withdraw from lessons relates only to sex education, and not to the teaching of the biological aspects of human growth and reproduction necessary under the science curriculum.

There is no right to withdraw from the relationships aspect of RSE as the government believes this content - such as family, friendship, safety (including online) - is important for all children to be taught.

7.2 Staff

Staff and especially tutors may benefit from knowing when pupils are covering key aspects of the RSE curriculum. The Deputy Head (Education Development) (or the Deputy Head (Pastoral) in the Junior School) will notify relevant staff via email when significant elements of RSE teaching are being undertaken (for example, the Lower Fourth RSE workshops).

7.3 Governors

As well as fulfilling their legal obligations, the governing board should make sure 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 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.

The Governor's Education Committee will review and agree this policy on behalf of the Governing Body every three years.

8. Monitoring, reporting and evaluation

Relationships and Sex Education is evaluated, monitored and reviewed in conjunction with the Liliun syllabus as a whole. Teachers will critically reflect on their work in delivering RSE through the school's established professional development practices.

Pupils will have opportunities to review and reflect on their learning during lessons and in follow up sessions with their tutor, teacher or Head of Year. Pupil feedback is also sought through pupil councils. Where relevant, we also seek input from pupils in advance of RSE workshops and presentations to help tailor the content.

Pupil voice will be influential in adapting and amending planned learning activities, and feedback will be sought through pupil council meetings.

The use of whole year group online surveys and focus groups are also used to garner feedback on the effectiveness and suitability of Relationships and Sex Education at MCS.

Appendix A: RSE Mapping

Appendix A sets out how the school delivers the content required in Relationships Education, Relationships and Sex Education (RSE) and Health Education, updated to reflect the Department for Education statutory guidance published July 2025 (in force from 1 September 2026, replacing the 2019 guidance).

Relationships Education – Junior School

Key to teaching locations. From 2026/27 the Junior School (J1–J4, i.e. National Curriculum Years 3–6) delivers Relationships Education and Health Education through the Jigsaw PSHE scheme of work, which is fully compliant with the DfE statutory guidance. References below map each primary statutory content statement to the Jigsaw Puzzle(s) in which it is taught and revisited. Jigsaw’s six half-termly Puzzles are: Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me. Year labels: J1 (Yr 3), J2 (Yr 4), J3 (Yr 5), J4 (Yr 6). Sex education, in line with the science curriculum, is taught in J3 and J4 with parental consultation.

Topic	Content (2025 statutory guidance)	Where covered in Jigsaw / evidence
Families and people who care for me	1. That families are important for children growing up because they can give love, security and stability.	Relationships (J1, J3, J4); Changing Me (J1)
	2. The characteristics of healthy family life: commitment, care, spending time together, and support in times of difficulty.	Relationships (J1–J4); Healthy Me (J4)
	3. That others’ families sometimes look different from their own, and that respect is owed to those differences.	Celebrating Difference (J1, J3); Relationships (J1, J3)
	4. That stable, caring relationships are at the heart of happy families and central to children’s security.	Relationships (J1–J4); Changing Me (J1, J2)
	5. That marriage and civil partnership represent a formal, legally recognised commitment intended to be lifelong.	Celebrating Difference (J4); Relationships (J2)
	6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.	Being Me in My World (J1); Relationships (J1, J4); Changing Me (J1)

Topic	Content (2025 statutory guidance)	Where covered in Jigsaw / evidence
Caring friendships	1. How important friendships are, how people choose and make friends, and the characteristics of friendship (mutual respect, trust, honesty, kindness, generosity, loyalty, sharing interests and experiences, support with difficulties).	Celebrating Difference (J1–J4); Relationships (J1–J4)
	2. That healthy friendships are welcoming and do not make others feel lonely or excluded, and that most people feel lonely at times with no shame in talking about it.	Celebrating Difference (J1–J3); Healthy Me (J2, J4); Relationships (J2, J4)
	3. That friendships have ups and downs which can often be repaired, how to manage conflict, and that resorting to violence is never right.	Being Me in My World (J3, J4); Celebrating Difference (J1–J4); Relationships (J1–J4)
	4. How to recognise who to trust, when a friendship is making them uncomfortable, and how to seek help or advice.	Celebrating Difference (J1, J3, J4); Relationships (J1–J4)
Respectful relationships	1. The importance of respecting others, even when very different, and of self-respect and courtesy; paying attention to the needs and preferences of others.	Being Me in My World (J1–J4); Celebrating Difference (J1–J4); Relationships (J1–J4)
	2. Practical steps and skills to improve or support relationships, including managing conflict, being assertive, and setting and respecting healthy boundaries.	Being Me in My World (J1–J4); Celebrating Difference (J1–J4); Relationships (J1–J4)
	3. The conventions of courtesy and manners, and the importance of self-respect and how it links to their own happiness.	Being Me in My World (J1–J4); Dreams and Goals (J1–J4); Relationships (J3, J4)
	4. The different types of bullying (including cyberbullying), its impact, the responsibilities of bystanders, and how to get help.	Celebrating Difference (J1–J4); Relationships (J4)
	5. What a stereotype is, how stereotypes can be unfair or harmful, and how to challenge them.	Celebrating Difference (J1–J4); Changing Me (J1)
Online relationships	1. That the same principles of respect apply online as offline, including to anonymous contacts, and that people may behave differently or dishonestly online.	Celebrating Difference (J3); Relationships (J3, J4); Healthy Me (J3, J4)

Topic	Content (2025 statutory guidance)	Where covered in Jigsaw / evidence
and online safety	2. How to critically consider online friendships and sources of information, the risks of contact with people they have not met, and how to report harmful contact or content.	Relationships (J3, J4); Healthy Me (J3, J4)
	3. The rules and principles for keeping safe online, how to recognise risks and harmful content, and where to get help and support (including screen time and online gaming/gambling).	Relationships (J3, J4); Healthy Me (J3, J4)
	4. How to be a discerning consumer of online information and how information/data is shared and used online.	Relationships (J3, J4); Celebrating Difference (J4)
Being safe	1. What sorts of boundaries are appropriate in friendships with peers and others (including online); the concept of privacy, and that it is not always right to keep secrets if they relate to being safe.	Relationships (J3, J4); Changing Me (J3, J4)
	2. That each person's body belongs to them, the differences between appropriate and inappropriate contact, and the correct names for body parts.	Changing Me (J1-J4); Relationships (J4)
	3. How to respond safely to adults they may encounter (known and unknown), including online, and how to recognise when a relationship is unsafe.	Relationships (J3, J4); Changing Me (J4)
	4. How to report concerns or abuse and the vocabulary and confidence to do so; how to ask for advice and keep trying until they are heard.	Celebrating Difference (J3, J4); Relationships (J3, J4); Changing Me (J4)

Relationships and Sex Education – Senior School

Key to teaching locations. References map to the Liliun 26/27 Long-Term Plan. Year groups: Second Form (Yr 7), Third Form (Yr 8), Lower Fourth (Yr 9), Upper Fourth (Yr 10), Fifth Form (Yr 11); plus Sixth Form Liliun, the External Speaker Programme and the assembly/tutor (houseroom) programme. Cross-curricular links include Biology (Third & Fifth Form) and Computing. **Cells marked Δ indicate statutory content not yet timetabled in the plan and requiring attention.**

Topic	Content (2025 statutory guidance)	Where covered / evidence
Families	1. That there are different types of committed, stable relationships.	Fifth Form: RSE / Family Conflict
	2. How these relationships might contribute to wellbeing, and their importance for bringing up children.	Fifth Form: RSE / Family Conflict
	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.	Fifth Form: RSE / Family Conflict
	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.	Fifth Form: RSE / Family Conflict
	5. That forced marriage and marrying before the age of 18 are illegal.	Fifth Form: RSE / Family Conflict
	6. How families and relationships change over time, including through birth, death, separation and new relationships.	Fifth Form: RSE / Family Conflict <i>Sixth Form (Lilium): Relationships in the Sixth Form</i>
	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.	Third Form: Relationships with Others; Fifth Form: RSE / Family Conflict
	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.	Third Form: Relationships with Others, Puberty, Change & Sexual Health; Fifth Form: RSE / Family Conflict
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,	Second Form: Being Part of a Community, Friendship; Lower Fourth: Research Skills, Substances; Upper Fourth: Politics, Extremism & Tolerance, Relationships & Sex Education;

Topic	Content (2025 statutory guidance)	Where covered / evidence
	privacy, and the management of conflict, reconciliation and ending relationships.	Fifth Form: RSE / Family Conflict, Self & Others: Awareness <i>Sixth Form (Lilium): Relationships in the Sixth Form; consent</i>
	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.	Second Form: Being Part of a Community; Fifth Form: RSE / Family Conflict, Self & Others: Awareness
	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.	Second Form: Friendship; Third Form: Healthy Lifestyles; Lower Fourth: Research Skills, Substances; Upper Fourth: Politics, Extremism & Tolerance, Relationships & Sex Education; Fifth Form: Careers, Self & Others: Awareness
	4. What tolerance requires, including the importance of tolerance of other people's beliefs.	Second Form: Being Part of a Community, Friendship; Third Form: Eco-Lilium; Upper Fourth: Self & Others: Developing Identity
	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.	Second Form: Being Part of a Community, Friendship; Third Form: Relationships with Others, Eco-Lilium, Puberty, Change & Sexual Health; Fifth Form: RSE / Family 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.	Second Form: Senior School Life, Friendship; Third Form: Relationships with Others, Puberty, Change & Sexual Health; Upper Fourth: Politics, Extremism & Tolerance; Fifth Form: RSE / Family Conflict, Self & Others: Awareness
	7. Skills for ending relationships or friendships with kindness and managing the difficult feelings that	Third Form: Relationships with Others; Lower Fourth: Substances;

Topic	Content (2025 statutory guidance)	Where covered / evidence
	endings might bring, including disappointment, hurt or frustration.	Fifth Form: RSE / Family Conflict, Self & Others: Awareness
	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.	Second Form: Friendship, Consent & Boundaries; Third Form: Puberty, Change & Sexual Health; Lower Fourth: Substances; Upper Fourth: Politics, Extremism & Tolerance, Relationships & Sex Education; Fifth Form: Self & Others: Awareness <i>Sixth Form (Lilium): Relationships and alcohol; consent</i>
	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.	Second Form: Being Part of a Community, Friendship; Upper Fourth: Politics, Extremism & Tolerance, Self & Others: Developing Identity <i>Sixth Form (Lilium): What it means to be a man / all things female</i>
	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.	Second Form: Friendship, Consent & Boundaries; Lower Fourth: Substances; Upper Fourth: Politics, Extremism & Tolerance, Self & Others: Developing Identity <i>Sixth Form (Lilium): What it means to be a man / all things female; Relationships in the Sixth Form</i>
	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	Third Form: External Speaker Programme; Lower Fourth: Research Skills; Upper Fourth: Politics, Extremism & Tolerance

Topic	Content (2025 statutory guidance)	Where covered / evidence
	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.	Third Form: External Speaker Programme; Lower Fourth: Research Skills; Upper Fourth: Self & Others: Developing Identity
Online safety and awareness	1. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.	Second Form: Senior School Life; Lower Fourth: Research Skills; Upper Fourth: Self & Others: Developing Identity
	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.	Second Form: Senior School Life; Third Form: AI – Uses & Dangers; Fifth Form: Self & Others: Awareness <i>Sixth Form (Lilium): Digital footprints; being a critical consumer of online information</i>
	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.	Second Form: Senior School Life; Third Form: AI – Uses & Dangers, Eco-Lilium, External Speaker Programme; Lower Fourth: assembly/tutor programme; Upper Fourth: Healthy Living, Self & Others: Developing Identity
	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.	Second Form: Senior School Life, assembly/tutor programme; Third Form: AI – Uses & Dangers; Fifth Form: assembly/tutor programme
	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	Second Form: assembly/tutor programme; Third Form: AI –

Topic	Content (2025 statutory guidance)	Where covered / evidence
	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.	Uses & Dangers; Fifth Form: assembly/tutor programme
	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.	Second Form: Senior School Life; Lower Fourth: Research Skills; Fifth Form: assembly/tutor programme
	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.	Second Form: Consent & Boundaries; Third Form: AI – Uses & Dangers; Fifth Form: assembly/tutor programme
	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.	Second Form: Senior School Life; Lower Fourth: Research Skills; Upper Fourth: Politics, Extremism & Tolerance, Self & Others: Developing Identity <i>Sixth Form (Lilium): Critical consumer of online information; social media / online content</i>
	9. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.	Second Form: Senior School Life; Third Form: Eco-Lilium; Fifth Form: Self & Others: Awareness
	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.	Fifth Form: Self & Others: Awareness
	11. That pornography, and other online content, often presents a distorted picture of people and their	Second Form: Senior School Life; Third Form: External Speaker

Topic	Content (2025 statutory guidance)	Where covered / evidence
	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.	Programme; Lower Fourth: Research Skills; Upper Fourth: Politics, Extremism & Tolerance <i>Sixth Form (Lilium): Social media / online content</i>
	12. How information and data is generated, collected, shared and used online.	Third Form: AI – Uses & Dangers, External Speaker Programme, assembly/tutor programme; Upper Fourth: Healthy Living
	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).	Third Form: AI – Uses & Dangers, External Speaker Programme, assembly/tutor programme
	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.	Lower Fourth: Business & Enterprise; Fifth Form: assembly/tutor programme
	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.	Third Form: assembly/tutor programme; Upper Fourth: assembly/tutor programme <i>Sixth Form (Lilium): Being a critical consumer of online information</i>
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.	Second Form: Consent & Boundaries; Lower Fourth: Substances; Upper Fourth: Politics, Extremism & Tolerance, Relationships & Sex Education; Fifth Form: assembly/tutor programme

Topic	Content (2025 statutory guidance)	Where covered / evidence
	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.	Lower Fourth: Substances; Upper Fourth: Politics, Extremism & Tolerance
	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.	Second Form: Consent & Boundaries
	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.	Second Form: Consent & Boundaries, assembly/tutor programme; Upper Fourth: Politics, Extremism & Tolerance; Fifth Form: Self & Others: Awareness <i>Sixth Form (Lilium): Public sexual harassment; personal safety</i>
	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.	Second Form: Consent & Boundaries; Third Form: Puberty, Change & Sexual Health; Upper Fourth: Politics, Extremism & Tolerance <i>Sixth Form (Lilium): Public sexual harassment</i>
	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.	Second Form: Consent & Boundaries; Third Form: Puberty, Change & Sexual Health; Upper Fourth: Politics, Extremism & Tolerance <i>Sixth Form (Lilium): Public sexual harassment</i>

Topic	Content (2025 statutory guidance)	Where covered / evidence
	7. The concepts and laws relating to sexual violence, including rape and sexual assault.	Second Form: Consent & Boundaries; Third Form: Puberty, Change & Sexual Health; Upper Fourth: Politics, Extremism & Tolerance
	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.	Second Form: Consent & Boundaries; Third Form: Puberty, Change & Sexual Health; Upper Fourth: Politics, Extremism & Tolerance
	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.	Third Form: Relationships with Others; Upper Fourth: Politics, Extremism & Tolerance
	10. That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.	Third Form: Relationships with Others; Upper Fourth: Politics, Extremism & Tolerance
	11. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.	Third Form: Healthy Lifestyles; Lower Fourth: Substances, assembly/tutor programme
	12. The concepts and laws relating to forced marriage.	Fifth Form: RSE / Family Conflict
	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.	Third Form: Puberty, Change & Sexual Health
	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	Fifth Form: RSE / Family Conflict

Topic	Content (2025 statutory guidance)	Where covered / evidence
	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.	Lower Fourth: Research Skills
	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.	Third Form: Relationships with Others, Puberty, Change & Sexual Health; Upper Fourth: Politics, Extremism & Tolerance; Fifth Form: RSE / Family Conflict, assembly/tutor programme
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.	Second Form: Consent & Boundaries; Third Form: Relationships with Others, Puberty, Change & Sexual Health; Upper Fourth: Relationships & Sex Education <i>Sixth Form (Lilium): Relationships and alcohol; consent</i>
	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.	Second Form: Consent & Boundaries; Third Form: Puberty, Change & Sexual Health; Lower Fourth: Substances; Upper Fourth: Relationships & Sex Education
	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.	Second Form: Friendship, Consent & Boundaries; Lower Fourth: Research Skills; Upper Fourth: Relationships & Sex Education; Fifth Form: Self & Others: Awareness
	4. That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional,	Third Form: Puberty, Change & Sexual Health; Upper Fourth: Relationships & Sex Education

Topic	Content (2025 statutory guidance)	Where covered / evidence
	mental, sexual and reproductive health and wellbeing.	
	5. That some sexual behaviours can be harmful.	Upper Fourth: Relationships & Sex Education
	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 decisionmaking.	Third Form: Puberty, Change & Sexual Health; Upper Fourth: Relationships & Sex Education
	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.	Third Form: Puberty, Change & Sexual Health; Upper Fourth: Relationships & Sex Education
	8. How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma.	Third Form: Puberty, Change & Sexual Health; Upper Fourth: Relationships & Sex Education <i>Sixth Form (External Speaker Programme): STIs</i>
	9. The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment.	Third Form: Puberty, Change & Sexual Health; Upper Fourth: Relationships & Sex Education <i>Sixth Form (External Speaker Programme): STIs</i>
	10. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.	Upper Fourth: Relationships & Sex Education; Fifth Form: Managing Risks <i>Sixth Form (Lilium): Relationships and alcohol; risk-taking</i>

Topic	Content (2025 statutory guidance)	Where covered / evidence
	11.How and where to seek support for concerns around sexual relationships including sexual violence or harms.	Third Form: Puberty, Change & Sexual Health; Upper Fourth: Relationships & Sex Education
	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.	Third Form: Puberty, Change & Sexual Health; Upper Fourth: Relationships & Sex Education
The Law	The Law: pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including those relating 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; the Online Safety Act; online behaviours including image and information sharing (including sexual imagery, youth-produced sexual imagery, nudes, etc, and 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; protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation); alcohol, smoking, vaping and nicotine products and illicit drug use; gambling; carrying knives and weapons; extremism/radicalisation; grooming or exploiting children into criminal activity, which can include gang involvement and county lines drug running; hate crime; the age of criminal responsibility; medical consent, Gillick competence and parental responsibility.	Embedded and referenced across the modules above where each topic is taught.

Appendix B: Health Education Mapping

This document sets out how the school delivers the Health Education (Health and Wellbeing) content required by the Department for Education statutory guidance published July 2025 (in force from 1 September 2026, replacing the 2019 guidance). It is the companion to the school's RSE mapping and follows the same format.

Health and Wellbeing – Primary (Junior School)

Key to teaching locations. From 2026/27 the Junior School (J1–J4, i.e. National Curriculum Years 3–6) delivers Health Education (the Health and Wellbeing strands) through the Jigsaw PSHE scheme of work, which is fully compliant with the DfE statutory guidance. References below map each primary statutory content statement to the Jigsaw Puzzle(s) in which it is taught and revisited. Jigsaw's six half-termly Puzzles are: Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me. Year labels: J1 (Yr 3), J2 (Yr 4), J3 (Yr 5), J4 (Yr 6). Puzzle-level references are correlated to Jigsaw's published coverage and should be confirmed against the school's current Jigsaw teacher materials.

Topic	Content (2025 statutory guidance)	Where covered in Jigsaw / evidence
General wellbeing	1. The benefits of physical activity, time outdoors and helping others for health, wellbeing and happiness; simple self-care techniques including rest, time with friends and family, hobbies, interests and community participation.	Healthy Me (J1–J4); Being Me in My World (J1–J4)
	2. The importance of promoting general wellbeing and physical health.	Healthy Me (J1–J4)
	3. The range and scale of emotions they might experience in different situations; that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.	Being Me in My World (J1–J4); Healthy Me (J1–J4)
	4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	Being Me in My World (J1–J4); Relationships (J1–J4)
	5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	Being Me in My World (J1–J4)
	6. That isolation and loneliness can affect children, and the benefits of seeking support.	Celebrating Difference (J1–J4); Relationships (J2, J4)

Topic	Content (2025 statutory guidance)	Where covered in Jigsaw / evidence
	7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing, and how to seek help for themselves or others.	Celebrating Difference (J1–J4)
	8. That change and loss, including bereavement, can provoke a range of feelings; that grief is a natural response to bereavement and that everyone grieves differently.	Relationships (J1–J4); Changing Me (J1–J4)
	9. Where and how to seek support, including who in school to speak to if worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	Being Me in My World (J1–J4); Healthy Me (J3, J4)
	10. That it is common to experience mental health problems, and that early support can help.	Healthy Me (J4); Being Me in My World (J4)
Wellbeing online	1. That for almost everyone the internet is an integral part of life, with both positive and negative aspects to consider.	Relationships (J3, J4); Healthy Me (J3, J4)
	2. How online relationships can complement in-person relationships but are unlikely to be a good substitute; the pros and cons of different ways of using online connection.	Relationships (J3, J4)
	3. The benefits of limiting time spent online and the risks of excessive time on devices, and the impact of positive and negative online content on their own and others' wellbeing.	Healthy Me (J3, J4); Relationships (J4)
	4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.	Relationships (J3, J4); Celebrating Difference (J4)
	5. Why social media, some apps, computer games and online gaming (including gambling sites) are age restricted.	Relationships (J3, J4); Healthy Me (J4)
	6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.	Relationships (J4); Healthy Me (J4)
	7. How to take a critical approach to what they see and read online and make responsible decisions about which content is appropriate for them.	Relationships (J3, J4)
	8. That abuse, bullying and harassment can take place online and can impact wellbeing, and how to seek support from trusted adults.	Celebrating Difference (J4); Relationships (J3, J4)
	9. How to understand the information they find online, including from search engines, and how information is selected and targeted.	Relationships (J4)

Topic	Content (2025 statutory guidance)	Where covered in Jigsaw / evidence
	10. That they have rights in relation to sharing personal data, privacy and consent.	Relationships (J3, J4)
	11. Where and how to report concerns and get support with issues online.	Relationships (J3, J4); Healthy Me (J4)
Physical health and fitness	1. The characteristics and mental and physical benefits of an active lifestyle.	Healthy Me (J1–J4)
	2. The importance of building regular physical activity into daily and weekly routines and how to achieve this (e.g. walking or cycling to school, a daily active mile).	Healthy Me (J1–J4); PE
	3. The risks associated with an inactive lifestyle, including obesity.	Healthy Me (J1–J4)
	4. How and when to seek support, including which adults to speak to in school if worried about their health.	Healthy Me (J1–J4); Being Me in My World (J1–J4)
Healthy eating	1. What constitutes a healthy diet (including understanding calories and other nutritional content).	Healthy Me (J1–J4)
	2. The importance of a healthy relationship with food.	Healthy Me (J1–J4)
	3. The principles of planning and preparing a range of healthy meals.	Healthy Me (J2–J4)
	4. The characteristics of a poor diet and risks associated with unhealthy eating (e.g. obesity, tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).	Healthy Me (J2–J4)
Drugs, alcohol, tobacco and vaping	1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking, including the risks of nicotine addiction (also caused by other nicotine products such as nicotine pouches).	Healthy Me (J2–J4)
Health protection and prevention	1. How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.	Healthy Me (J3, J4)
	2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	Healthy Me (J1–J4)
	3. The importance of sufficient good-quality sleep for health, the amount recommended for their age, and practical steps for improving sleep.	Healthy Me (J1–J4)
	4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and regular check-ups at the dentist.	Healthy Me (J1–J4)

Topic	Content (2025 statutory guidance)	Where covered in Jigsaw / evidence
	5. About personal hygiene and germs, including bacteria and viruses, how they are spread and treated, and the importance of handwashing.	Healthy Me (J1–J4); Changing Me (J1, J2)
	6. The facts and scientific evidence relating to vaccination and immunisation (aligned with when vaccinations are offered to pupils).	Healthy Me (J3, J4); Science
Personal safety	1. About hazards (including fire risks) that may cause harm, injury or risk, and ways to reduce risks.	Healthy Me (J1–J4)
	2. How to recognise risk and keep safe around roads, railways (including level crossings) and water (including the water safety code).	Healthy Me (J1–J4)
Basic first aid	1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.	Healthy Me (J1–J4)
	2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.	Healthy Me (J2–J4)
Developing bodies	1. About growth and other ways the body can change and develop, particularly during adolescence; the human lifecycle, with puberty discussed as a stage in this process.	Changing Me (J1–J4); Science
	2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum and nipples; that these parts are private, with skills to understand and express boundaries around them.	Changing Me (J1–J4)
	3. The facts about the menstrual cycle, including physical and emotional changes; that periods can start at eight, so covering this before onset helps pupils understand what to expect and avoids distress.	Changing Me (J3, J4); Science

Health and Wellbeing – Secondary (Senior School)

Key to teaching locations. Year groups: Second Form (Yr 7), Third Form (Yr 8), Lower Fourth (Yr 9), Upper Fourth (Yr 10), Fifth Form (Yr 11); plus the assembly/tutor (houseroom) programme and cross-curricular Biology. Module codes taken from the plan: C = core content, M = option module.

Topic	Content (2025 statutory guidance)	Where covered / evidence
	1. How to talk about their emotions accurately and	Third Form: Relationships

Topic	Content (2025 statutory guidance)	Where covered / evidence
Mental wellbeing	sensitively, using appropriate vocabulary.	with Others, Healthy Lifestyles; Fifth Form: Managing Risks
	2. The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness.	Second Form: Being Part of a Community, Senior School Life; Third Form: Healthy Lifestyles; Upper Fourth: Healthy Living; Fifth Form: Self & Others: Awareness
	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.	Second Form: Being Part of a Community, Senior School Life; Third Form: Healthy Lifestyles; Fifth Form: Managing Risks
	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.	Second Form: Senior School Life; Third Form: Healthy Lifestyles, Eco-Lilium; Upper Fourth: Healthy Living; Fifth Form: Careers, Self & Others: Awareness, assembly/tutor programme
	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.	Third Form: Healthy Lifestyles; Upper Fourth: assembly/tutor programme
	6. How to critically evaluate which activities will contribute to their overall wellbeing.	Second Form: Senior School Life; Upper Fourth: Healthy Living, assembly/tutor programme; Fifth Form: Careers, Managing Risks, Self & Others: Awareness, assembly/tutor

Topic	Content (2025 statutory guidance)	Where covered / evidence
		programme
	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.	Second Form: Senior School Life, assembly/tutor programme; Third Form: Eco-Lilium; Upper Fourth: Healthy Living; Fifth Form: Careers, Self & Others: Awareness, assembly/tutor programme
	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.	Lower Fourth: Substances; Fifth Form: Managing Risks
	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.	Lower Fourth: Substances; Upper Fourth: Healthy Living; Fifth Form: Managing Risks
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.	Second Form: Senior School Life; Third Form: AI – Uses & Dangers; Fifth Form: Managing Risks
	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.	Third Form: AI – Uses & Dangers; Upper Fourth: Healthy Living
	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.	Fifth Form: Self & Others: Awareness
	4. The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt.	Fifth Form: Managing Risks

Topic	Content (2025 statutory guidance)	Where covered / evidence
	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.	Third Form: AI – Uses & Dangers; Lower Fourth: assembly/tutor programme; Upper Fourth: Self & Others: Developing Identity, Finance & Economic Awareness
	6. The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online.	Fifth Form: Managing Risks
	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.	Lower Fourth: Research Skills; Upper Fourth: Self & Others: Developing Identity, assembly/tutor programme
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.	Second Form: Senior School Life; Third Form: Healthy Lifestyles; Lower Fourth: assembly/tutor programme; Upper Fourth: Healthy Living
	2. Factual information about the prevalence and characteristics of more serious health conditions.	Upper Fourth: assembly/tutor programme
	3. That physical activity can promote wellbeing and combat stress.	Third Form: Healthy Lifestyles; Upper Fourth: Healthy Living
	4. The science relating to blood, organ and stem cell donation.	U4 Biology
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.	Third Form: Healthy Lifestyles; Upper Fourth: Healthy Living
	2. The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease.	Third Form: Healthy Lifestyles; Upper Fourth: Healthy Living
	3. The impacts of alcohol on diet and unhealthy weight gain.	Upper Fourth: Healthy Living

Topic	Content (2025 statutory guidance)	Where covered / evidence
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.	Lower Fourth: Substances; Fifth Form: Managing Risks
	2. The law relating to the supply and possession of illegal substances.	Lower Fourth: Substances; Fifth Form: Managing Risks
	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.	Lower Fourth: Substances; Fifth Form: Managing Risks
	4. The physical and psychological consequences of problem-use of alcohol, including alcohol dependency.	Lower Fourth: Substances; Fifth Form: Managing Risks
	5. The dangers of the misuse of prescribed and over-the-counter medicines.	Lower Fourth: Substances; Fifth Form: Managing Risks
	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.	Lower Fourth: Substances; Fifth Form: Managing Risks
	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.	Lower Fourth: Substances
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.	Second Form: assembly/tutor programme; Third Form: assembly/tutor programme
	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.	Second Form: assembly/tutor programme, Biology (cross-curricular)

Topic	Content (2025 statutory guidance)	Where covered / evidence
	3. How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals.	Third Form: assembly/tutor programme; Lower Fourth: Substances
	4. The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening.	Third Form: assembly/tutor programme; Upper Fourth: assembly/tutor programme
	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.	Second Form: assembly/tutor programme; Fifth Form: Managing Risks
	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.	Third Form: Healthy Lifestyles; Upper Fourth: Healthy Living
	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.	Fifth Form: RSE / Family Conflict
	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.	Third Form: assembly/tutor programme; Lower Fourth: Substances; Upper Fourth: Healthy Living
	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.	Upper Fourth: Healthy Living
Personal	1. How to identify risk and manage personal safety in increasingly independent situations, including around	Second Form: assembly/tutor

Topic	Content (2025 statutory guidance)	Where covered / evidence
safety	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).	programme; Fifth Form: Managing Risks
	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.	Lower Fourth: Business & Enterprise; Upper Fourth: Politics, Extremism & Tolerance
	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.	Lower Fourth: Business & Enterprise; Fifth Form: assembly/tutor programme
	4. Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime.	Lower Fourth: assembly/tutor programme; Fifth Form: assembly/tutor programme
	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).	Lower Fourth: assembly/tutor programme; Fifth Form: assembly/tutor programme
	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.	Lower Fourth: assembly/tutor programme
Basic first aid	1. Basic treatment for common injuries and ailments.	Lower Fourth: assembly/tutor programme
	2. Life-saving skills, including how to administer CPR.	Lower Fourth: assembly/tutor programme
	3. The purpose of defibrillators, when one might be needed and who can use them.	Lower Fourth: assembly/tutor programme
	1. The main changes which take place in males and	Third Form: Biology

Topic	Content (2025 statutory guidance)	Where covered / evidence
Developing bodies	females, and the implications for emotional and physical health.	(cross-curricular)
	2. The facts about puberty, the changing adolescent body, including brain development.	Third Form: Healthy Lifestyles
	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.	Fifth Form: RSE / Family Conflict
	4. The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.	Fifth Form: RSE / Family Conflict