



RELATIONSHIPS AND SEX EDUCATION AND HEALTH EDUCATION

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INTRODUCTION AND OBJECTIVES

The aim of this policy is to communicate clearly to parents, staff, pupils and visitors the way in which RSHE will be delivered in this school.

RSHE involves learning about relationships, healthy lifestyles, diversity, personal identity and sex education, it involves a combination of sharing information, and exploring issues and values.

We have developed RSE subject with the conviction that receiving this type of training guarantees our students the possibility of acquiring appropriate mental and physical health behaviours, of taking responsibility for their own decisions at each stage of their lives and of relating to others in a framework of mutual respect. The knowledge and attributes gained will support their own, and others' wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.

Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

We Aim:

- To present factual information in an objective and balanced manner.
- To foster self esteem and an understanding that the individual is in charge of and responsible for his or her own body.
- To encourage students to manage their relationships in a responsible and healthy manner recognising the physical, emotional and moral implications and risks of some behaviours.

CONTENT AND DEVELOPMENT OF ACTIVITIES

RSHE refers to Relationships and Sex Education. HE refers to Health Education. This RSHE policy covers both Relationships and Sex Education and Health Education According to the English legislation: "Relationships, Education, Relationships and Sex Education and Health Education. Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams and teachers", the following aspects will be worked on:

- The family: types and basis of a good family relationship.
- Respectful and healthy relationships: trust, respect, generosity, privacy, consent in relationships. Types of relationships.
- Rights, duties and responsibilities in the virtual world. Correct use of social networks. Internet safety and risks.
- Sexual exploitation, abuse in the family, violence, forced marriage, female genital mutilation, grooming.

- Sexual health and healthy sexual relations.
- Mental health.
- Physical health: exercise, hygiene, dental health, medical check-ups, vaccinations and the importance of rest.
- Healthy eating.
- Drugs, alcohol and tobacco.
- Changes in the adolescent body: puberty, menstruation, physical changes.

This document sets out the working objectives in relation to Sex, Health and Relationships Education at the Instituto Español Vicente Cañada Blanch, following the compulsory teaching of these subjects established by the British Department for Education.

In Early Years Education these contents are framed within the areas of Self-knowledge and personal autonomy and Knowledge of the environment.

In primary education, Affective-Sexual Education represents an aspect of great importance in the comprehensive education of boys and girls, since, beyond purely biological knowledge, it is essential to explain the processes of construction of gender identity and affective relationships. Therefore, at this stage we will focus on healthy and respectful relationships, focusing on family and friendships. We will also address basic aspects related to self-knowledge, recognition of emotions, personal identity, diversity and belonging to a group.

In secondary education, we will build on the knowledge acquired in primary school but will develop a greater understanding of health among pupils, with a greater focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex.

At both stages, we will also address issues related to the protection of children and young people, respect for the integrity of their bodies and the right to privacy (avoiding abuse).

RSHE plan will be carried out through three axes:

Curricular approach:

In early years, primary and secondary we work through the Spanish curriculum subjects related to the content of the RSHE subject.

In primary education, the inclusion of aspects related to affective-sexual education will be carried out in the subject RSHE as well as in Nature Studies, Social Studies and Social and Civil Values.

In secondary education, the different aspects will be worked on in the subject RSHE in 1º and 3º ESO (years 7 and 9) as well as in Biology and PE.

Tutorial approach:

Some tutoring sessions will be devoted to working on each of the items.

Commemorative days:

We will celebrate women's day, internet safety day, anti-bullying week, peace day, day against violence against women, sports week and day against homophobia and transphobia.

ASSESSMENT

The evaluation in each of the axes will be different, so in the curricular one, the degree of achievement of the standards will be evaluated through the qualification instruments of each subject involved.

In the tutorial and commemorative days axes, through questionnaires and dialogue with students to assess the degree of satisfaction with the different activities proposed and the knowledge acquired.

SCHEDULE 2022-2023

PRIMARY

RSHE subject, teach by English Department and class teacher.

Year	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
1º primary (Year 1)	<ul style="list-style-type: none">• Caring friendship• Families	<ul style="list-style-type: none">• Health and prevention• Internet safety and harms• Mental wellbeing	<ul style="list-style-type: none">• Being safe• Healthy eating
2º primary (Year 2)	<ul style="list-style-type: none">• Caring friendship• Families	<ul style="list-style-type: none">• Health and prevention• Internet safety and harms• Mental wellbeing	<ul style="list-style-type: none">• Being safe• Healthy eating
3º primary (Year 3)	<ul style="list-style-type: none">• Caring friendship• Families	<ul style="list-style-type: none">• Health and prevention• Internet safety and harms• Mental wellbeing	<ul style="list-style-type: none">• Being safe• Healthy eating
4º primary (Year 4)	<ul style="list-style-type: none">• Caring friendship• Families	<ul style="list-style-type: none">• Health and prevention• Internet safety and harms• Mental wellbeing	<ul style="list-style-type: none">• Being safe• Healthy eating
5º primary (Year 5)	<ul style="list-style-type: none">• Caring friendship• Families	<ul style="list-style-type: none">• Changing adolescent body• Internet safety and harms• Mental wellbeing	<ul style="list-style-type: none">• Healthy eating• Drugs, alcohol and tobacco• Basic First Aids
6º primary (Year 6)	<ul style="list-style-type: none">• Caring friendship• Families• Boundaries, privacy and feeling unsafe	<ul style="list-style-type: none">• Changing adolescent body• Internet safety and harms• Mental wellbeing	<ul style="list-style-type: none">• Healthy eating• Drugs, alcohol and tobacco• Basic First Aids

SECONDARY

RSHE subject, taught by English Department

Year	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
1° ESO (Year 7)	<ul style="list-style-type: none">FamiliesInternet safety and harms	<ul style="list-style-type: none">First aidsPhysical, health and fitness	<ul style="list-style-type: none">HealthPrevention
3° ESO (Year 9)	<ul style="list-style-type: none">Changing adolescent bodyMental wellbeing	<ul style="list-style-type: none">Being safeHealth eating	<ul style="list-style-type: none">Drugs, alcohol and tobaccoIntimate and sexual relationships

SUPPORTING PUPILS WITH ADDITIONAL NEEDS

Relationships education, relationships and sex education and health education must be accessible for all pupils and this is particularly important when you are planning teaching for pupils with special educational needs and disabilities (SEND).

We will ensure that all young people receive RSHE, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

RIGHT TO WITHDRAW

We will inform parents at the beginning of the academic years about the RSHE subject, its contents and aims (annex I, letter)

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSHE. Before granting any such request the head teacher will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

The head teacher will discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child.

Once those discussions have taken place our school will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, our school will make arrangements to provide the child with sex education during one of those terms.

If a pupil is excused from sex education, it is our responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.

LINKS TO OTHER POLICIES

This policy is supported by the following school policies:

- **SAFEGUARDING AND CHILD PROTECTION INCLUDING EYFS**
- **INTIMATE CARE**
- **ANTI-BULLYING POLICY**
- **SEXUAL VIOLENCE AND SEXUAL HARASSEMENT**
- **E-SAFETY**

POLICY REVIEW AND POLICY YEARLY APPROVAL

This policy will be reviewed every year by the Safeguarding Team.

The process will involve the following steps:

1. Review. The Safeguarding Team will gather all relevant information including national and local guidance.
2. Staff consultation. All school staff will be given the opportunity to review the policy and curriculum before making recommendations.
3. Parent / carer consultation. All parents and carers will be given the opportunity to review the policy and curriculum.
4. Review. Amendments and developments will be presented to each Head of School.
5. Ratification. Amendments to the RSHE policy are ratified as per the published policy review process.

The policy is sent to all members of the governing body and is available on the school website for parents. It is also readily available to all members of staff.

ANNEX I- LETTER (PRIMARY)



Estimadas familias:

En el curso 2022/2023, cumpliendo con la legislación británica vigente, el alumnado de Secundaria recibirá en 1º y 3º de ESO una hora semanal de la materia "Relaciones y educación sexual".

Los contenidos a impartir están relacionados con: relaciones saludables, bienestar mental y físico, seguridad en las redes, alimentación saludable, peligros del alcohol y el tabaco, primeros auxilios y cambios en el cuerpo adolescente.

A pesar de que todos estos contenidos se trabajan en el currículo español de manera directa o transversal, a partir de este curso es obligatorio impartirlos en una materia específica.

El objetivo que perseguimos es que su hijo/a crezca sano/a, feliz, seguro/a y con capacidad para afrontar los retos de nuestra sociedad.

No obstante, si tiene alguna duda acerca de los contenidos de la materia o quiere profundizar en estos les adjuntamos un enlace donde puede encontrar información más detallada:

[Relationships and Sex Education](#)

Como padres tienen el derecho a pedir que sus hijos no reciban algunas de estas lecciones. Si este es el caso les pedimos que se pongan en contacto con nosotros para concertar una entrevista y discutir su caso personalmente.

Reciban un cordial saludo.

Dear families:

In this academic year 2022/2023, in compliance with current British legislation, Secondary students will receive in 1st and 3rd ESO one hour per week of the subject 'Relationships and Sex Education'.

The contents to be taught are related to: healthy relationships, mental and physical wellbeing, online safety, healthy eating, the dangers of alcohol and tobacco, first aid and changes in the adolescent body.

Although all these contents are included in the Spanish curriculum, from this year onwards it is compulsory to teach them in a specific subject.

Our aim is for your children to grow up healthy, happy, confident and able to face the challenges of our society.

However, if you have any doubts about the contents or would like to know more about them, please find attached a link where you can find more detailed information:

[Relationships and Sex Education](#)

You have the right to withdraw your children from some lessons. If this is the case we would like you to contact us to arrange an interview and discuss your case personally.

Kindest regards

ANNEX I- LETTER (SECONDARY)



Growing together to achieve international success

Estimadas familias:

En el curso 2022/2023, cumpliendo con la legislación británica vigente, el alumnado de Secundaria recibirá en 1º y 3º de ESO una hora semanal de la materia "Relaciones y educación sexual".

Los contenidos a impartir están relacionados con: relaciones saludables, bienestar mental y físico, seguridad en las redes, alimentación saludable, peligros del alcohol y el tabaco, primeros auxilios y cambios en el cuerpo adolescente.

A pesar de que todos estos contenidos se trabajan en el currículo español de manera directa o transversal, a partir de este curso es obligatorio impartirlos en una materia específica.

El objetivo que perseguimos es que su hijo/a crezca sano/a, feliz, seguro/a y con capacidad para afrontar los retos de nuestra sociedad.

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Kindest regards

ANNEX II: WORK FRAME- RHE / RSHE SUBJECT CONTENT

CARING FRIENDSHIP PRIMARY

- | | | |
|--|---|--|
| <ul style="list-style-type: none"> • Happy and secure friendships • Ways of making friends • Choosing friends • Online friendships | <ul style="list-style-type: none"> • Characteristics of friendships • Welcoming friendships • When an offer of friendships is rejected • Working through problems | <ul style="list-style-type: none"> • Trust and friendship • Unsafe friendships |
|--|---|--|

FAMILIES SECONDARY

Committed relationships	Marriage rights and protections	Unsafe relationships
<ul style="list-style-type: none"> • Types of committed relationship • Diverse relationships and families • Happiness and bringing up children • A nurturing environment • Responsibilities of parents/carers • Marriage, civil partnerships and cohabitation • Who can marry 	<ul style="list-style-type: none"> • Freedom to consent to marriage • Civil partnership • Cohabitation • Unregistered marriages • Difficulties in relationships • Ending committed relationships • Divorce and dissolution 	<ul style="list-style-type: none"> • Knowing when to trust people • Unsafe relationships • Getting help and support

FAMILIES PRIMARY

Introducing the family	Happy family life	Feeling unhappy or unsafe	Marriage
<ul style="list-style-type: none"> • Security, love and guidance, support when we need it most • Different types of family • Respecting difference • Appreciating diversity 	<ul style="list-style-type: none"> • Difficult times in families 	<ul style="list-style-type: none"> • Unhappy or unsafe relationships • How to ask for help or advice 	

BEING SAFE SECONDARY

Consent and communicating consent <ul style="list-style-type: none"> • Consent • Communicating consent • Not pressuring others • Consent and the law 	Sexual consent <ul style="list-style-type: none"> • UK legal age of consent • Freedom and capacity to consent • When consent is not possible • Checking for consent • People in a position of trust 	Abuse <ul style="list-style-type: none"> • Abuse, including child abuse • Physical abuse • Neglect • Domestic abuse • Online abuse • Image-based sexual abuse • Sexual exploitation • Impacts of abuse • Getting help – abuse 	Rape and sexual assault <ul style="list-style-type: none"> • Rape, sexual assault and the law • Getting help – rape and sexual assault 	Honour-based violence and forced marriage <ul style="list-style-type: none"> • Types of honour-based violence • Forced marriage • Getting help – honour-based violence and forced marriage
Female genital mutilation (FGM) <ul style="list-style-type: none"> • FGM and legal protections • Getting help - FGM 	Grooming <ul style="list-style-type: none"> • Grooming and radicalisation • Getting help – grooming and radicalisation 	Coercion <ul style="list-style-type: none"> • Coercion • Getting help – coercion 	Harassment <ul style="list-style-type: none"> • Harassment and Sexual harassment • Getting help – harassment 	

BEING SAFE PRIMARY

Boundaries, privacy and feeling unsafe

- Respectful, positive relationships (friendship and family)
- Appropriate boundaries: physical contact, personal information, ask for support
- Communicating boundaries
- Recognising boundaries
- Keeping some information private
- Privacy
- Secrets
- Rights over our own bodies: bodily autonomy, refuse some contact, an adult or another young person should never make a young person uncomfortable, ask a trusted adult for advice
- The right to feel safe.

Asking for help and support

- Recognising abusive behaviour
- Right to ask for help
- How to ask for advice

CHANGE ADOLESCENT BODY SECONDARY

- | | | |
|---|--|---|
| <ul style="list-style-type: none"> • The brain during puberty • Managing emotions and behaviour | <ul style="list-style-type: none"> • Managing sexual attraction • Diversity of developing bodies • Hygiene during puberty | <ul style="list-style-type: none"> • Penis hygiene • Vulva hygiene • Menstrual wellbeing |
|---|--|---|

CHANGE ADOLESCENT BODY PRIMARY

- | | | |
|---|---|--|
| <ul style="list-style-type: none"> • Introducing puberty • Hormones that affect both sexes • Hormones that affect boys or girls • Changes to a girl's body in puberty | <ul style="list-style-type: none"> • The menstrual cycle • Menstruation • Menstrual products • Menstrual wellbeing • Changes to a boy's body in puberty • Understanding the penis | <ul style="list-style-type: none"> • Erections • Ejaculation • Emotions and behaviour • Healthy eating during puberty • Changes in sleep cycles |
|---|---|--|

DRUGS, ALCOHOL AND TOBACCO SECONDARY

Drugs	Alcohol	Tobacco
<ul style="list-style-type: none">• Illegal drugs• Substance misuse• Health risks of illegal drugs• Drug risks awareness• Illegal drugs and mental health• Dangers of 'self-medication'• Illegal drugs and the law• Travel abroad and drugs• Impact of drug convictions• Wider impact of illegal drugs• Prescription drugs risks• Drugs, crime and illegal gangs	<ul style="list-style-type: none">• Short-term health risks of alcohol• Long-term health risks of alcohol• Psychological risks of alcohol• Brain development and alcohol• Lower risk alcohol consumption• Substance use and functioning• The 'drink drive' limit	<ul style="list-style-type: none">• Harms from tobacco• Smoking risks and dangers• Stopping smoking• Benefits of stopping smoking

DRUGS, ALCOHOL AND TOBACCO PRIMARY

Tobacco	Alcohol	Drugs
<ul style="list-style-type: none">• Legal and illegal harmful substances and associated risk• Smoking basic• Passive smoking• E cigarettes (vaping)	<ul style="list-style-type: none">• Alcohol use• Alcohol age restrictions	<ul style="list-style-type: none">• Illegal drugs risks• Prescription drugs risks• Addiction risk• Risks of accidents after drinking or using drugs

FIRST AIDS SECONDARY

Basic treatment for common injuries	Live saving skills:	Defibrillators
<ul style="list-style-type: none">• Basic first aid approaches• What to do if the injury requires an alternative or emergency response	<ul style="list-style-type: none">• Teach the 3 ABC priorities for assessment:<ul style="list-style-type: none">◦ airway◦ breathing◦ circulation• Recovery position• CPR	<ul style="list-style-type: none">• Understanding, finding, using defibrillators

FIRST AIDS PRIMARY

Introducing basic first aid	Common injuries	If someone falls unconscious	Making an emergency call
<ul style="list-style-type: none">• When and how to help someone• Putting safety first• Minor and major injuries• Medication (painkillers paracetamol and ibuprofen and antihistamines)• Antiseptic cream• Dressings and bandages	<ul style="list-style-type: none">• Wasp and bee stings• Cuts and grazes• Nosebleeds• Headaches• Head injuries• Sprains• Break bones• Vomiting• Eye injuries• Burns and scalds• Allergies• Choking		<ul style="list-style-type: none">• Calling 999 for an ambulance

HEALTH AND PREVENTION SECONDARY

Personal hygiene

- Bacterial infections
- Antibiotic resistance

Dental health

- What good dental health is
- Tooth decay and gum disease
- Preventing plaque build up
- Flossing and interdental cleaning
- Sugar and dental health

Immunisation and vaccination

- The immune system
- Vaccinations

Sleep health

- Getting good quality sleep
- Devices and sleep
- Self examination

HEALTH AND PREVENTION PRIMARY

Signs of physical illness

- Common signs of illness
- Signs of more serious illness

Sun safety

- Sunlight and vitamin D
- Unsafe exposure to the sun
- UV radiation and our skin
- Reducing the risks of the sun
- Skin cancer

Sleep

- Importance of good quality sleep
- How much sleep
- How lack of sleep affects health
- Getting good quality sleep

Dental health

- Importance of good dental health
- Benefits of dental checks

Personal hygiene

- Germs and infections
- Handwashing
- Sneezing and coughing
- How infection is treated

Allergies

- Non-food allergies
- Food allergies
- Common allergic symptoms
- Severe allergic symptoms
- Other types of food hypersensitivity

Immunisation and vaccination

- Vaccination
- How vaccines work
- Herd immunity

HEALTH EATING SECONDARY

- A healthy diet
- Carbohydrates
- Protein
- Fat
- Vitamins
- Important vitamins
- Minerals

- Important minerals
- Drinking enough fluids
- Maintaining healthy eating
- Choosing ingredients
- Processed food
- Understanding food labels
- Unhealthy diets

- Poor diet- hypertension
- Poor diet- high cholesterol
- Poor diet- obesity
- Poor diet- tooth decay
- Poor diet- bowel cancer

HEALTH EATING PRIMARY

- A healthy diet
- Carbohydrates
- Protein
- Fat
- Fibre
- Vitamins

- Minerals
- Drinking enough fluids
- Understanding calories
- Benefits of regular meals
- Planning a range of meals
- Unhealthy diets

- Impacts of unhealthy diets
- Poor diet and tooth decay
- Poor diet and unhealthy weight
- Impact of caffeine on health
- Impact of alcohol on health

INTERNET SAFETY AND HARMS SECONDARY

- | | | |
|---|---|--|
| <ul style="list-style-type: none">• How the online world is different• Unhealthy comparisons• Body image• Social media and reality | <ul style="list-style-type: none">• Over-relying on online relationships• Gambling• Recognising problem gambling• Targeted advertising and information | <ul style="list-style-type: none">• Online information• Targeted advertising• Influencers• Accessing support• Identifying harmful behaviours• When to get support |
|---|---|--|

INTERNET SAFETY AND HARMS PRIMARY

- | | | |
|---|---|---|
| <ul style="list-style-type: none">• Role of the internet in our lives• Rationing screen time to avoid risks• Ways to manage time online• Positive content online• Harmful online content• Impact of content on wellbeing• Age restricted content• Online relationships and privacy | <ul style="list-style-type: none">• How actions affect others online• Respectful online relationships• Communicating online• Protecting personal information• Online abuse and trolling• Online abuse and mental wellbeing• Understanding online information• Taking a critical approach | <ul style="list-style-type: none">• Understanding online information• Deciding what information to trust• Internet cookies• Influencers• Getting support with online issues• Reporting content/conduct• Keeping safe online |
|---|---|---|

INTIMATE AND SEXUAL RELATIONSHIPS SECONDARY

- | | | |
|---|---|--|
| <ul style="list-style-type: none">• Healthy intimate relationships• Diversity of intimate relationships• Good communication• Sex in intimate relationships• Choosing to not to have sex• Intimacy without sex• When relationships end• Sexual consent and the law• UK legal age of consent• Freedom and capacity to consent• When consent is not possible• Checking for consent• People in a position of trust• Identifying and managing sexual pressure• Sources of sexual pressure• Recognising sexual pressure• Managing sexual pressure• Not pressuring others• Using condoms | <ul style="list-style-type: none">• Sexual relationships• How sex can affect health• Future sexual health• Sexual health screening• Alcohol, drugs and sex• Human fertility and reproduction• Individual development• Fertility and reproduction• Ways people have a child• How health can affect fertility• Fertility and menopause• Pregnancy, Pregnancy testing and support• Having a baby• Wellbeing during/after pregnancy• Miscarriage and 'stillbirth'• Pregnancy choices and support | <ul style="list-style-type: none">• Making decisions about pregnancy• Abortion• Support if considering abortion• Sexually transmitted infections• Other ways people get STIs• Understanding 'safer sex'• Impact of STIs• Most common STIs• STI help and testing• STI treatment• Contraception and sexual health advice• Right to sexual health services• Contraception• Contraceptive choices• Emergency contraception |
|---|---|--|

MENTAL WELLBEING SECONDARY

- | | | |
|---|--|---|
| <ul style="list-style-type: none">• Talking about emotions• Happiness and personal connection• Recognising wellbeing concerns | <ul style="list-style-type: none">• Common types of mental ill health• Understanding anxiety• Critically evaluate mental wellbeing | <ul style="list-style-type: none">• Build on positive wellbeing factors |
|---|--|---|

MENTAL WELLBEING PRIMARY

- | | | |
|--|--|---|
| <ul style="list-style-type: none">• Introducing mental wellbeing• Range of childhood emotions• Scale of childhood emotions• Talking about emotions• Appropriate emotions / behaviour | <ul style="list-style-type: none">• Physical activity and wellbeing• Social activity and wellbeing• Positive routines and sleep• Simple self-care techniques• Isolation and loneliness | <ul style="list-style-type: none">• Talking and getting support• When to ask for help• Who to ask for help• Children and mental health |
|--|--|---|

ONLINE RELATIONSHIPS SECONDARY

- | | | |
|---|--|--|
| <ul style="list-style-type: none">• Opportunities online• Digital citizenship• Digital footprint• Rules about online behaviour• Risks online• How data is generated and used | <ul style="list-style-type: none">• Sharing material online• Removing material online• Risks of unknown people online• Impacts of viewing harmful content• Pornography and the law | <ul style="list-style-type: none">• Indecent images of children• Support and reporting• Strategies to manage online issues• Right to ask for help• When to get support• Reporting content/conduct |
|---|--|--|

ONLINE RELATIONSHIPS PRIMARY

- | | | |
|---|--|---|
| <ul style="list-style-type: none">• Online behaviour• Understanding the online world• How people behave online• Misleading online identities• Respect and communication• Respectful online relationships• Communicating online• Assessing online friendships and sources of information• Assessing online friendships | <ul style="list-style-type: none">• Understanding online information• Deciding what information to trust• Internet cookies• Echo chambers• Keeping safe online• Protecting personal information• Harmful online content• Helping to avoid harmful content | <ul style="list-style-type: none">• Harmful behaviour online• Meeting people online• Defining 'strangers' online• Danger of meeting strangers• How information is shared• Digital footprint• How information is used• Help with problems online• Right to ask for help• Asking for help with online issues |
|---|--|---|

HEALTH AND FITNESS SECONDARY

- | | | |
|---|---|--|
| <ul style="list-style-type: none">• Characteristics of a healthy lifestyle• Physical activity in the daily routine | <ul style="list-style-type: none">• Muscle and bone strengthening• Preparing for physical activity• Measuring fitness | <ul style="list-style-type: none">• Maintaining a healthy weight• Abdominal obesity• Help with weight concerns |
|---|---|--|

HEALTH AND FITNESS PRIMARY

- Characteristics of a healthy lifestyle
- Physical activity in the daily routine
- Muscle and bone strengthening
- Preparing for physical activity
- Measuring fitness
- Maintaining a healthy weight
- Abdominal obesity
- Help with weight concerns

