Sophia HIGH SCHOOL

PSHE (Personal, Social, Health Education) Policy

(including Relationships, Sex and Health Education statutory guidance (2026) and Physical and Mental Wellbeing

2026 - 2027

Personal, Social, Health Education Policy

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Personal. Social, Health Education Policy

CONTEXT

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

PSHE

At Sophia High School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

The Holistic Horizons, developed specifically for SHS online students, offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. It is delivered in daily 20-minute sessions as a continual micro-learning programme, enabling students to continually develop their skills.

This also supports the ´´Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

Delivery of PSHE, Relationships Education and RSE forms an important part of the School's safeguarding and preventative education curriculum, helping students to recognise risk, build resilience, develop healthy relationships and know how to seek help when needed. Teaching will include respectful relationships, equality, consent, challenging misogyny, recognising harmful online influence and understanding violence against women and girls. Teaching will also help pupils recognise the influence of harmful online influencers, extremist content, misogynistic online communities and other online environments that may promote abusive, discriminatory, exploitative or controlling attitudes.

The curriculum is designed to support the school's wider safeguarding responsibilities and preventative education approach. It helps pupils recognise abuse, exploitation, harmful behaviours, unhealthy relationships, online risks and situations where they or others may require help or protection. Pupils are taught how to seek support, report concerns and access trusted sources of advice.

Our wider curriculum, Education for Sustainable Development, Global Citizenship Education, and the SDGs are woven into the statutory PSHE scheme of work to develop the Holistic Horizons programme and opportunities for students to develop the ESD Competencies are identified and maximised.

Statutory Relationships and Health Education

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education…They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools." Sophia High School has regard to the Department for Education's **Relationships, Sex and Health Education statutory guidance (2026)**.

DfE Guidance p.8

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. As an online school, Sophia High School recognises that relationships, wellbeing, identity, consent and personal safety are increasingly influenced by digital environments, social media, gaming communities and emerging technologies, and these themes are embedded throughout the curriculum. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

"This is why we have made Relationships Education compulsory in all Primary Schools in England…as well as making Health Education compulsory in all state-funded schools."

"In Primary Schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy."

"These subjects represent a huge opportunity to help our children and young people develop. 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."

Secretary of State Foreword DfE Guidance 2019 p.4-5

"Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons."
DfE Guidance p.8

"All schools must have in place a written policy for Relationships Education and RSE."
DfE Guidance p.11

Here, at Sophia High School we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.
PSHE will be planned and delivered in a way that recognises the diversity of pupils' communication, learning, sensory, emotional and social needs. Staff will seek to ensure that teaching is accessible and meaningful for all pupils, including autistic pupils and pupils with social, emotional or mental health needs. Where appropriate, teaching approaches, communication, pacing, participation and resources will be adapted to meet individual needs and reasonable adjustments.

We include the statutory Relationships and Health Education within our whole-school PSHE programme.

This programme's complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

Our PSHE policy is informed by existing DfE guidance, and current relevant training:

- Keeping Children Safe in Education 2026 (Statutory Guidance)
- Equality Act 2010 and schools
- SEND code of practice (statutory guidance)
- Relationships, Sex and Health Education statutory guidance (2026)
- Teaching Online Safety in Schools
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying))
- 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).
- ACE training
- CCE training
- Suicide Awareness & prevention training
- County Lines training

Holistic Horizons covers all themes recommended in the PSHE Association Programmes of Study for PSHE.

Primary School

Holistic Horizons covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six units which are taught across the school, where the learning deepens and broadens every year. This is just an example below, and may not exactly match what we are doing, as we change this from term to term.

Term:	Content
Autumn 1: Health and Wellbeing	To learn about a healthy lifestyle and physical wellbeing, including mental health and understanding how we grow and change. Link to SDG 3: Good Health and Wellbeing
Autumn 2: Health and Wellbeing	Students will explore how to stay safe and the dangers of drugs, alcohol and tobacco. Link to SDG 3: Good Health and Wellbeing
Spring 1: Relationships	Exploring families and close, positive relationships. To explore and understand friendships. Link to SDG: Gender Equalities
Spring 2: Relationships	To develop ways to manage hurtful behaviour and bullying, exploring safe relationships and how to respect yourself and others. Link to SDG: Gender Equalities
Summer 1: Living in the Wider World	Exploring the idea of shared responsibilities and communities. To develop media literacy and digital resilience. Link to SDG 10: Reduced Inequalities. Link to SDG 3: Good Health and Wellbeing
Summer 2: Living in the Wider World	To learn about economic wellbeing and money, aspirations, work and careers. Link to SDG 5: Gender Equalities. Link to SDG 10: Reduced Inequalities, Link to SDG 8: Decent Work and Economic Growth

At Sophia High School we allocate time daily to PSHE in the form of Health and Wellbeing, community physical challenges, mental health check-ins, and in order to teach the PSHE knowledge and skills in a relevant, developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

- Assemblies
- the vertically grouped House system
- praise and reward system
- the school's Charter
- relationships child to child, adult to child and adult to adult across the school.

We aim to 'live' what is learnt and apply it to everyday situations in the school community.

The above programme is also taught throughout the senior school, with focus on items more relevant to our older students such as careers, study habits, examination guidance, pathways to university etc.

Relationships Education

The Department for Education's Relationships, Sex and Health Education statutory guidance (current edition) recommends that primary schools provide age-appropriate sex education which complements statutory Relationships Education and Health Education.

Relationships Education in Primary Schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

It is important to explain that whilst specific units in Holistic Horizons covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in the curriculum. The programme helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Aspects of the Relationship topic are amended to suit the cultural diversity of our student body, although Equality and Human Rights regardless of gender and sexual orientation are themes revisited throughout the curriculum and are reinforced by our focus on the SDGs.

Health Education

What does the DfE statutory guidance on Health Education expect children to know by the time they leave Primary School?

Health Education in Primary Schools will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.

The expected outcomes for each of these elements can be found further on in this policy.

It is important to explain that whilst specific units in Holistic Horizons covers most of the statutory Health Education, some of the outcomes are taught elsewhere in the curriculum. Emotional and mental health is nurtured every lesson through lessons allocated to Health and Wellbeing, Mindfulness and also within the expectations of the Social Classrooms.

The school recognises that a pupil's outward presentation or apparent compliance may not always reflect their emotional wellbeing. Staff should remain attentive to signs of distress, withdrawal, anxiety, masking or reduced participation and should not assume that a pupil is coping solely because they appear calm, compliant or engaged. Where concerns arise, appropriate support and safeguarding procedures will be followed.

Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Holistic Horizons this is taught as part of the Relationship strand in Term Two.

Again, the mapping document transparently shows how the Holistic Horizons whole-school approach spirals the learning and meets all statutory requirements and more.

Sex Education

The Department for Education's Relationships, Sex and Health Education statutory guidance (2026) states that schools should ensure that the needs of all pupils are appropriately met and that all pupils understand the importance of equality and respect.

Schools are to determine the content of sex education at Primary School. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

Parents' right to request their child be excused from Sex Education

In accordance with the Department for Education's **Relationships, Sex and Health Education statutory guidance (current edition)**, parents have the right to request that their child be withdrawn from some or all non-statutory sex education.

Prior to topics being taught which may be sensitive to families with specific religious or cultural backgrounds, the school will inform parents of this by email, as we need to be aware of and sensitive to the needs of our international parents. Parents may then seek permission to withdraw the child from certain lessons, especially when many of our students are not based in the UK and do not have to abide by the Relationships Education, Relationship and Sex Education (RSE) and Health Education mandatory guidance. Where a parent requests withdrawal from non-statutory sex education, the School will discuss the request with the parent to ensure they understand the curriculum content and the implications of withdrawal.

Monitoring and Review

The SLT, alongside the Director of Education monitor and review/amend this policy on an annual basis. They also inspect and approve teaching materials and digital resources, to check they are in accordance with the school's ethos.

The school will also review the accessibility and effectiveness of its PSHE provision for pupils with differing needs. This will include consideration of whether pupils are able to access and participate in learning meaningfully, whether teaching approaches and resources are appropriately adapted, and whether the intended outcomes are supporting pupils' knowledge, understanding, wellbeing and ability to seek help. Where monitoring identifies barriers, provision and teaching approaches will be reviewed and adapted.

Equality

This policy will inform the school's Equality and Diversity Policy.

The Department for Education's **Relationships, Sex and Health Education statutory guidance (2026)** states that schools should ensure that the needs of all pupils are appropriately met and that all pupils understand the importance of equality and respect. "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics… At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programme of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught who are LGBT+ or questioning their gender identity content at a timely point as part of this area of the curriculum".

This is also reflected in the Anti-Bullying and Child-on-Child Abuse Policies, in the case of these characteristics being the reason for the bullying. Sophia High School also *ensures that we have clear anti-bullying policies on preventing and tackling homophobic, biphobic and transphobic behaviour and language and that these policies are known and understood by all members of the school community. School leaders present a clear message that HBT (*homophobic, biphobic and transphobic) *bullying will not be tolerated and that there can be no justification for this negative behaviour. Our students understand how to report any incident and they should be confident that if they report bullying of any kind that it will be taken seriously. The school will also challenge misogynistic behaviour, sexist language, discrimination based on sex or gender, and prejudice related to disability, race, religion, sexual orientation or gender identity.*

Opportunities to discuss issues to do with self-esteem, identity and bullying, including HBT bullying, are included in our physical, social, health and economic education programme. The curriculum offers opportunities for pupils to learn to value themselves and their bodies. Relationships, Health and Sex Education should take pupils who are LGBT+ or questioning their gender identity into account.

At Sophia High School we promote respect for all and value every individual child.

We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

Statutory Relationships Education Outcomes (2026)

The focus in Primary School should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

The guidance states that, by the end of Primary School:

These areas are addressed in Term 2 ´´Relationships´´. This links to SDG 5 : Gender Equality and SDG 3: Good Health and Wellbeing.

	Pupils should know…	**How Holistic Horizons provides the solution**
Families and people who care for me	● that families are important for children growing up because they can give love, security and stability. ● the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. ● that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. ● that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. ● that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious). ● how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. ● about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. ● what a stereotype is, and how stereotypes can be unfair, negative or destructive. ● the importance of permission-seeking and giving in relationships with friends, peers and adults.	These areas are addressed in Term 2 ´´Relationships´´. This links to SDG 5 : Gender Equality and SDG 3: Good Health and Wellbeing. Links to SDG10: Reduced Inequalities. **ESD Competencies:** Self-Awareness Critical Thinking Collaboration Anticipatory
Online relationships	● that people sometimes behave differently online, including by pretending to be someone they are not. ● Relationships ● Changing Me ● Celebrating Difference	This lies under Term 2 ´´Relationships´´ and is revisited in Term 3 ´´living in the wider world´´ where we look at the dangers of online profiles and digital footprints, in the context of safety but also impact how digital footprints can restrict career opportunities.

Physical health and mental well-being education in Primary Schools - DfE Guidance

The focus in Primary School should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of Primary School:

	Pupils should know	**How Holistic Horizons provides the solution**
Mental wellbeing	● that mental wellbeing is a normal part of daily life, in the same way as physical health. ● that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. ● how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. ● how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. ● the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. ● simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. ● isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. ● that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. ● where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online). ● It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.	Explored in ´´Health and Wellbeing Unit´´ in Term 1. Links to SDG3: Good Health and Wellbeing **ESD Competencies:** Self-Awareness Critical Thinking Collaboration Anticipatory

Internet safety and harms	● that for most people the internet is an integral part of life and has many benefits. ● about the benefits of rationing 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. ● how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. ● why social media, some computer games and online gaming, for example, are age restricted. ● that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. ● how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. ● How to critically evaluate online information, influencer content, AI-generated content, deepfakes, manipulated media and misinformation. ● Pupils will be taught to critically evaluate AI-generated content and understand how artificial intelligence may be used positively, misleadingly or maliciously online. ● where and how to report concerns and get support with issues online.	Explored in ´´Health and Wellbeing Unit´´ in Term 1. Links to SDG3: Good Health and Wellbeing Also linked to Term 3 topic ´´Living in the Wider World´´ where our safety in the online world and risky behaviours are explored. **ESD Competencies:** Self-Awareness Critical Thinking Collaboration Anticipatory
Physical health and fitness	● the characteristics and mental and physical benefits of an active lifestyle. ● the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. ● the risks associated with an inactive lifestyle (including obesity). ● how and when to seek support including which adults to speak to in school if they are worried ● about their health.	Explored in Term 1 topic ´´Health and Wellbeing´´ Links to SDG 3: Good Health and Wellbeing
Healthy eating	● what constitutes a healthy diet (including understanding calories and other nutritional content). ● the principles of planning and preparing a range of healthy meals. ● the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).	Explored in Term 1 topic ´´Health and Wellbeing´´ Links to SDG 3: Good Health and Wellbeing **ESD Competencies:** Self-Awareness Critical Thinking

Drugs, alcohol and tobacco	● how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. ● about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. ● the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. ● about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. ● about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. ● the facts and science relating to immunisation and vaccination	Explored in Term 1 topic ´´Health and Wellbeing´´ Links to SDG 3: Good Health and Wellbeing The impact of our decisions on others are explored in Term 3 "Living in the Wider World" **ESD Competencies:** Self-Awareness Critical Thinking Collaboration Anticipatory
Basic first aid	● how to make a clear and efficient call to emergency services if necessary. ● concepts of basic first-aid, for example dealing with common injuries, including head injuries.	This will be delivered as a discrete unit for all Year groups as part of the Term 1 ´´Health and Wellbeing Topic´´ Linked to SDG3: Good Health and Wellbeing
Changing adolescent body	● key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. ● about menstrual wellbeing including the key facts about the menstrual cycle.	Explored in Term 1 topic ´´Health and Wellbeing´´ Links to SDG 3: Good Health and Wellbeing The impact of changes on relationships with others can be revisited in Term 3 "Living in the Wider World" **ESD Competencies:** Self-Awareness Anticipatory

Relationships and Sex Education RSE: Secondary School Aims

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. Pupils will be taught that consent must be freely given, informed, specific and can be withdrawn at any time. Teaching will include recognising coercion, manipulation, pressure and abusive behaviours both online and offline.

This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

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 the reasons for delaying sexual activity. Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life. This should be delivered in a non-judgemental, factual way and allow scope for young people to ask questions in a safe environment. Teachers use approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion and using question boxes to allow pupils to raise issues anonymously.

Teachers will recognise that pupils may communicate understanding, questions, discomfort or concerns in different ways. Where appropriate, pupils will be given accessible opportunities to participate and ask questions, including through verbal, written, anonymous or other suitable methods. Staff will consider communication needs, anxiety, sensory needs and individual circumstances when planning and delivering sensitive content.

RSE should provide clear progression from what is taught in Primary School in Relationships Education. Teachers should build on the foundation of Relationships Education and, as pupils grow up, at the appropriate time extend teaching to include intimate relationships. Alongside being taught about intimate relationships, pupils should also be taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult. This teaching should enable pupils to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful.

Pupils should understand the benefits of healthy relationships to their mental wellbeing and self-respect. Through gaining the knowledge of what a healthy relationship is like, they can be empowered to identify when relationships are unhealthy. They should be taught that unhealthy relationships can have a lasting, negative impact on mental wellbeing.

As in Primary, Secondary Relationships Education can be underpinned by a wider, deliberate cultivation and practice of resilience and character in the individual. These should include character traits such as belief in achieving goals and persevering with tasks, as well as personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance of self-respect and self-worth. There are many ways in which secondary schools should support the development of these attributes, for example by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

These connect with the Education for Sustainable Development Competencies, and are closely linked to Global Citizenship which is embedded across all curriculum areas.

It is recognised that there will be a range of opinions regarding RSE. The starting principle when teaching each of these must be that the applicable law should be taught in a factual way so that pupils are clear on their rights and responsibilities as citizens.

Schools may choose to explore faith, or other perspectives, on some of these issues in other subjects such as Religious Education.

Pupils should be well informed about the full range of perspectives and, within the law (UK), should be well equipped to make decisions for themselves about how to live their own lives, whilst respecting the right of others to make their own decisions and hold their own beliefs. Key aspects of the law relating to sex which should be taught include the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment, and choices permitted by the law around pregnancy.

Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, should also be addressed sensitively and clearly. Pupils may also need support to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence, including honour-based violence and forced marriage – all our staff have received training on forced marriages) and strategies to manage this or access support for oneself or others at risk. Schools should also be mindful that for pupils who are or have experienced unhealthy or unsafe relationships at home or socially, the school may have a particularly important role in being a place of consistency and safety where they can easily speak to trusted adults, report problems and find support.

Internet safety should also be of the highest priority. Teaching may include discussion of online relationships, social media, gaming communities, virtual environments, digital citizenship and responsible participation in online spaces. DfE guidance “Teaching Online Safety in Schools”

https://www.gov.uk/government/publications/teaching-online-safety-in-schools/teaching-online-safety-in-schools

Pupils should be taught the rules and principles for keeping safe online. This will include how to recognise risks, harmful content and contact, and how and to whom to report issues. Pupils should have a strong understanding of how data is generated, collected, shared and used online, for example, how personal data is captured on social media or understanding the way that businesses may exploit the data available to them.

Some pupils are also exposed to harmful behaviours online, and via other forms of media, which may normalise violent sexual behaviours. A focus on healthy relationships and broader Relationships Education can help young people understand acceptable behaviours in relationships.

By the end of Secondary School:

Schools should continue to develop knowledge on topics specified for Primary as required and in addition cover the following content by the end of secondary:

Pupils should know:

	Pupils should know:	**How Holistic Horizons provides the solution**
Families	● that there are different types of committed, stable relationships. ● how these relationships might contribute to human happiness and their importance for bringing up children. ● what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. ● why marriage is an important relationship choice for many couples and why it must be freely entered into. ● the characteristics and legal status of other types of long-term relationships. ● the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. ● how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.	These areas are addressed in Term 2 ´´Relationships´´. This links to SDG 5 : Gender Equality and SDG 3: Good Health and Wellbeing. Links to SDG10: Reduced Inequalities. **ESD Competencies:** Self-Awareness Critical Thinking Collaboration Anticipatory
Relationships, including friendships	● practical steps they can take in a range of different contexts to improve or support respectful relationships. ● how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). ● that in school and in wider society they can expect to be treated with respect by others, and that in turn	

	they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. ● about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. ● that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. ● what constitutes sexual harassment and sexual violence and why these are always unacceptable. ● the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.	
Online and media	● their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. ● about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. ● not to provide material to others that they would not want shared further and not to share personal material which is sent to them. ● what to do and where to get support to report material or manage issues online. ● the impact of viewing harmful content. ● the risks associated with AI-generated imagery, deepfakes, synthetic media and online impersonation, and how to report concerns. ● Pupils will be taught to critically evaluate AI-generated content and understand how artificial intelligence may be used positively, misleadingly or maliciously online. ● Pupils will also learn about image-based abuse, including the sharing, manipulation or threatened sharing of real, altered or AI-generated images. ● that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. ● that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.	These areas are addressed in Term 2 ´´Relationships´´. This links to SDG 5 : Gender Equality and SDG 3: Good Health and Wellbeing. Links to SDG10: Reduced Inequalities. Linked to Term 3 ´´Living in the Wider World´´ where we look at online security, financial security and the impact of your digital footprint on your career. **ESD Competencies:** Self-Awareness Critical Thinking Collaboration Anticipatory

	● how information and data is generated, collected, shared and used online. ● how to critically evaluate online information, influencer content, AI-generated content, deepfakes, manipulated media and misinformation. ● how emerging technologies, including artificial intelligence, may present both opportunities and risks, including online exploitation, fraud, misinformation and harmful content.	
Being safe	● the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. ● how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online). Pupils will be taught that consent must be freely given, informed, specific and can be withdrawn at any time. Teaching will include recognising coercion, manipulation, pressure and abusive behaviours both online and offline.	These areas are addressed in Term 2 ´´Relationships´´. This links to SDG 5 : Gender Equality and SDG 3: Good Health and Wellbeing. Links to SDG10: Reduced Inequalities. **ESD Competencies:** Self-Awareness Critical Thinking Collaboration Anticipatory
Intimate and sexual relationships, including sexual health	● how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. Pupils will explore healthy communication, mutual respect, equality, boundaries and conflict resolution within relationships. ● that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. ● the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. ● that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others.	These areas are addressed in Term 2 ´´Relationships´´. This links to SDG 5 : Gender Equality and SDG 3: Good Health and Wellbeing. Links to SDG10: Reduced Inequalities. Links to ´´Health and Wellbeing´´ term 1 and ´´Living in the Wider World´ Term 3. **ESD Competencies:** Self-Awareness Critical Thinking Collaboration Anticipatory

	● that they have a choice to delay sex or to enjoy intimacy without sex. ● the facts around pregnancy including miscarriage. ● that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). ● how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. ● about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. ● how the use of alcohol and drugs can lead to risky sexual behaviour.	

The Law (UK)

It is important to know what the law (UK) says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions. Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- Marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism/radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)

Physical health and mental wellbeing

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.

It is important for schools to promote pupils' self-control and ability to self-regulate, and strategies for doing so. This will enable them to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. This integrated, whole-school approach to the teaching and promotion of health and wellbeing has a potential positive impact on behaviour and attainment.

The development of emotional regulation and self-regulation will be approached as a skill that develops over time and may require different forms of support for different pupils. The school will recognise that pupils may use a range of appropriate strategies to regulate themselves and that support should be individualised where necessary. The aim is to increase pupils' ability to understand and communicate their needs, participate in learning and develop effective strategies, rather than simply suppressing outward signs of distress.

Effective teaching should aim to reduce stigma attached to health issues, in particular those to do with mental wellbeing. Schools should engender an atmosphere that encourages openness. This will mean that pupils feel they can check their understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and wellbeing.

Schools have flexibility to design and plan age-appropriate subject content, but this guidance sets out core areas for health and wellbeing that are appropriate for primary and secondary aged pupils.

Puberty including menstruation should be covered in Health Education and should, as far as possible, be addressed before onset. This should ensure male and female pupils are prepared for changes they and their peers will experience.

Menstruation

The onset of menstruation can be confusing or even alarming for girls if they are not prepared. Pupils should be taught key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health. In addition to curriculum content, schools should also make adequate and sensitive arrangements to help girls prepare for and manage menstruation including with requests for menstrual products.

Schools will need to consider the needs of their cohort of pupils in designing this content.

By the end of Secondary School (recap):

	Pupils should know	**How Holistic Horizons provides the solution**
Mental wellbeing	● that mental wellbeing is a normal part of daily life, in the same way as physical health. ● that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. ● how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. ● how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. ● the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. ● simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. ● isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. ● that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. ● where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). ● It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.	These areas are addressed in Term 2 ´´Relationships´´. This links to SDG 5 : Gender Equality and SDG 3: Good Health and Wellbeing. Links to SDG10: Reduced Inequalities. Links to ´´Health and Wellbeing´´ term 1 and ´´Living in the Wider World´ Term 3. **ESD Competencies:** Self-Awareness Critical Thinking Collaboration Anticipatory
Internet safety and harms	● that for most people the internet is an integral part of life and has many benefits. ● about the benefits of rationing 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	Links to ´´Health and Wellbeing´´ term 1 and ´´Living in the Wider World´ Term 3. Also linked to

	wellbeing. ● how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. ● why social media, some computer games and online gaming, for example, are age restricted. ● that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. ● how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. ● where and how to report concerns and get support with issues online. ● that emerging technologies, including artificial intelligence, may present both opportunities and risks, including misinformation, harmful content and online exploitation.	´´Relationships´´. This links to SDG 5 : Gender Equality and SDG 3: Good Health and Wellbeing. Links to SDG10: Reduced Inequalities. **ESD Competencies:** Self-Awareness Critical Thinking Collaboration Anticipatory
Physical health and fitness	● the characteristics and mental and physical benefits of an active lifestyle. ● the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. ● the risks associated with an inactive lifestyle (including obesity). ● how and when to seek support including which adults to speak to in school if they are worried about their health.	Linked to Term 1 ´´Health and Wellbeing´´ SDG 3: Good Health and Wellbeing **ESD Competencies:** Self-Awareness Critical Thinking Collaboration Anticipatory
Healthy eating	● what constitutes a healthy diet (including understanding calories and other nutritional content). ● the principles of planning and preparing a range of healthy meals. ● the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).	Linked to Term 1 ´´Health and Wellbeing´´ SDG 3: Good Health and Wellbeing **ESD Competencies:** Self-Awareness Critical Thinking Collaboration Anticipatory
Drugs,	● the facts about legal and illegal harmful substances and	Linked to Term 1 ´´Health and

alcohol and tobacco	associated risks, including smoking, alcohol use and drug-taking.	Wellbeing´´ SDG 3: Good Health and Wellbeing
Health and prevention	● how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. ● about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. ● the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. ● about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. ● about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. ● the facts and science relating to allergies, immunisation and vaccination.	Linked to Term 1 ´´Health and Wellbeing´´ SDG 3: Good Health and Wellbeing
Basic first aid	● how to make a clear and efficient call to emergency services if necessary. ● concepts of basic first-aid, for example dealing with common injuries, including head injuries.	Linked to Term 1 ´´Health and Wellbeing´´ SDG 3: Good Health and Wellbeing **ESD Competencies:** Self-Awareness Critical Thinking Collaboration Anticipatory
Changing adolescent body	● key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. ● about menstrual wellbeing including the key facts about the menstrual cycle.	Linked to Term 1 ´´Health and Wellbeing´´ SDG 3: Good Health and Wellbeing Also linked to ´´Relationships´´ in Term 2. **ESD Competencies:** Self-Awareness Anticipatory

Physical health and mental wellbeing: Secondary

It is important that the starting point for health and wellbeing education should be a focus on enabling pupils to make well-informed, positive choices for themselves. In secondary school, teaching should build on primary content and should introduce new content to older pupils at appropriate points. This should enable pupils to understand how their bodies are changing, how they are feeling and why, to further develop the language that they use to talk about their bodies, health and emotions and to understand why terms associated with mental and physical health difficulties should not be used pejoratively. This knowledge should enable pupils to understand where normal variations in emotions and physical complaints end and health and wellbeing issues begin.

Teaching about the impact of puberty, which will have started in Primary School, should continue in secondary school, so that pupils are able to understand the physical and emotional changes, which take place at this time and their impact on their wider health and wellbeing.

Emphasis should continue to be given to steps pupils can take to protect and support their own health and wellbeing. They should know that there is a relationship between good physical health and good mental wellbeing and that this can also influence their ability to learn. Teachers cover self-care, the benefits of physical activity and time spent outdoors. This should be linked to information on the benefits of sufficient sleep, good nutrition and strategies for building resilience.

Pupils should know the contribution that hobbies, interests and participation in their own communities can make to overall well being. They should understand that humans are social beings and that outward-facing activity, especially that with a service focus (for example, work, volunteering and participation in organisations such as the Scouts or the Girl Guiding movements, the National Citizen Service or the Duke of Edinburgh Award) are beneficial for wellbeing.
This can also contribute to the development of the attributes for a happy and successful adult life. Pupils should be supported to recognise what makes them feel lonely.

The school recognises that positive wellbeing and participation may look different for different pupils. Pupils should not be expected to demonstrate wellbeing, social connection or engagement in a single prescribed way. Support and teaching will take account of individual differences, including neurodiversity, communication preferences, sensory needs and social circumstances.

Self-focused or isolating lifestyle choices can lead to unhappiness and being disconnected from society for those who have greater need for companionship and relationships.

Pupils should also be taught about problems and challenges. This should include factual information about the prevalence and characteristics of more serious mental and physical health conditions, drugs, alcohol and information about effective interventions. Schools may also choose to teach about issues such as eating disorders. (Eating disorders and extreme weight loss are a specialised area and schools should use qualified support or advice as needed. Schools may consider accessing support from the NHS or local specialist services who may be able to provide advice and CPD for teachers.)

Teachers should be aware of common 'adverse childhood experiences' (such as family breakdown, bereavement and exposure to domestic violence) and when and how these may be affecting any of their pupils and so may be influencing how they experience these subjects. The impact of time spent online, the positive aspects of online support and negotiating social media, including online forums and gaming, should also be included. Teachers should understand that pupils who have experienced problems at home may depend more on schools for support.

Pupils should be taught how to judge when they, or someone they know, needs support and where they can seek help if they have concerns. This should include details on which adults in school and externally can help.

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

	Pupils should know:	**How Holistic Horizons provides the solution**
Mental wellbeing	● how to talk about their emotions accurately and sensitively, using appropriate vocabulary. ● that happiness is linked to being connected to others. ● how to recognise the early signs of mental wellbeing concerns. ● common types of mental ill health (e.g. anxiety and depression). ● how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. ● the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.	Linked to Term 1 ´´Health and Wellbeing´´ SDG 3: Good Health and Wellbeing
Internet safety and harms	the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online. ● 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.	Linked to Term 1 ´´Health and Wellbeing´´ SDG 3: Good Health and Wellbeing Also linked to ´´Relationships´´ in term 2 and ´´Living in the Wider World´´ Term 3

Physical health and fitness	● the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. ● the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health. about the science relating to blood, organ and stem cell donation.	Linked to Term 1 ´´Health and Wellbeing´´ SDG 3: Good Health and Wellbeing
Healthy eating	● how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.	Linked to Term 1 ´´Health and Wellbeing´´ SDG 3: Good Health and Wellbeing
Drugs, alcohol and tobacco	● the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. ● the law relating to the supply and possession of illegal substances. ● the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. ● the physical and psychological consequences of addiction, including alcohol dependency. ● awareness of the dangers of drugs which are prescribed but still present serious health risks. ● the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.	Linked to Term 1 ´´Health and Wellbeing´´ SDG 3: Good Health and Wellbeing Also linked to ´´Relationships´´ in Term 2 and ´´Living in the Wider World´´ Term 3
Health and prevention	● about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. ● about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. ● (late secondary) the benefits of regular self-examination and screening. ● the facts and science relating to immunisation and vaccination. ● the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.	Linked to Term 1 ´´Health and Wellbeing´´ SDG 3: Good Health and Wellbeing
Basic first aid	● basic treatment for common injuries. ● life-saving skills, including how to administer CPR.	Linked to Term 1 ´´Health and Wellbeing´´

	● the purpose of defibrillators and when one might be needed.	SDG 3: Good Health and Wellbeing
Changing adolescent body	● key facts about puberty, the changing adolescent body and menstrual wellbeing. ● the main changes which take place in males and females, and the implications for emotional and physical health.	Linked to Term 1 ´´Health and Wellbeing´´ SDG 3: Good Health and Wellbeing Also linked to ´´Relationships´´ in Term 2.

Supervision of Breakout Rooms and Collaborative Online Learning

Breakout rooms are an integral part of the school's delivery model, enabling paired and small-group collaborative work in line with the pedagogy of the Online Learning Policy. The school's approach to safeguarding within breakout rooms **follows the principles of Keeping Children Safe in Education: supervision that is reasonable, proportionate and appropriate to the setting, rather than continuous surveillance of every pupil interaction — the same standard that applies to group work, corridors and shared spaces in a physical school.**

The following controls apply whenever breakout rooms are in use:

- The class teacher retains host control of the whole session at all times, remains present in the lesson throughout, and moves between breakout rooms on an unannounced basis, as a teacher would circulate between groups in a physical classroom.
- Breakout groups are kept deliberately small, consistent with the school's small-group model.
- Every pupil retains an immediate exit at all times: any pupil may leave a breakout room and return to the main room, or leave the lesson entirely, at any moment. Pupils learn from home, with a parent or carer contactable as set out in the Online Learning Policy.
- All pupils are taught, and sign an age-appropriate Digital Safety Agreement committing to, the expectation that they report immediately to an adult anything that makes them uncomfortable, in a breakout room or anywhere else online. The school's behaviour and anti-bullying expectations apply in breakout rooms exactly as they do in the main classroom and in a physical school.
- Concerns raised about conduct in breakout rooms — by a pupil, parent or member of staff — are followed up promptly under the school's Safeguarding and Child Protection Policy and Behaviour Policy, and grouping arrangements may be adjusted while any concern is looked into.
- Structured weekly parent contact provides a regular, reliable route through which concerns about peer interactions are surfaced and acted upon.

The school keeps this model under review as part of its annual policy cycle and its ongoing risk assessment of remote learning.