**Health Education**

By the end of secondary school:

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| **Mental Wellbeing** | Pupils should know:  • 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. |
| **Internet safety and harms** | Pupils should know:  • 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 as 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. |
| **Physical health and fitness** | Pupils should know:  • The characteristics and mental and physical benefits of an active lifestyle.   * 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 cardio-vascular ill-health.  • About the science relating to blood, organ and stem cell donation. |
| **Healthy eating** | Pupils should know:   * How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer. |
| **Drugs, alcohol and tobacco**  **Drugs, alcohol and tobacco** | Pupils should know:   * 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. |
| **Health and prevention** | Pupils should know:   * 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 immunization and vaccinations. * The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn. |
| **Basic first aid** | Pupils should know:   * Basic treatment for common injuries. * Life-saving skills, including how to administer CPR. * The purpose of defibrillators and when one might be needed. |
| **Changing adolescent body** | Pupils should know:   * 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. |