



THE WEBBER
INDEPENDENT SCHOOL



Relationship, Relationship and Sex Education and PSHE Policy 2026/2027

This policy applies to all pupils at the Webber Independent School, including those in the Early Years Foundation Stage (EYFS)

Last Review: August 2026
Next Review: July 2027

Webber RSHE Policy

This policy will replace the current RSHE Policy for up to 31/08/26 - which can be [found here](#)

Draft Relationships, Health and Sex Education (RSHE) Policy (Compliant with DfE Statutory Guidance for September 2025)

Introduction and Scope

This policy details the approach the school will take to the content and delivery of (Life Skills), our bespoke programme to ensure that children at -- School thrive while at the school and in the future.

The Life Skills programme at -- School is delivered through

- **Dedicated timetabled lessons**
- **Within specialists subjects**
- **As part of the co-curriculum**

The Life Skills programme will

- Be the medium for the delivery of Statutory Relationships Education, Relationships and Sex Education and Health Education in line with the guidance published by the Department for Education in July 2025, to come into effect September 2026.
- Enable pupils to access Non-statutory Personal, social, health and economic (PSHE) education as outlined in Guidance for Personal, social, health and economic (PSHE) education September 2021.
- Actively promote fundamental British values—democracy, the rule of law, individual liberty, and mutual respect/tolerance—to strengthen safeguarding under the Prevent strategy
- Enrich the educational and life experiences of the pupils at -- school through bespoke activities and content

In the Early Years Foundation Stage, the statutory guidance does not apply; however Personal Social and Emotional Development (PSED) is one of the prime areas within the EYFS curriculum and age-appropriate provision is made accordingly.

Life Skills and Delivering RSE

High-quality, evidence-based Relationships, Sex, and Health Education (RSHE) provides children and young people with the knowledge and skills for informed, ethical decisions regarding wellbeing, health, and relationships. It prepares them for adult life, promoting moral, social, mental, and physical development, and fostering positive traits like resilience and integrity. Effective RSHE helps prevent harm by enabling young people to identify when things are wrong. RSHE is part of the school curriculum, allowing flexibility in implementation.

The school will follow the guiding principles for RSHE delivery

1. **Pupil Engagement:** Involve pupils to ensure the curriculum is relevant and engaging.
2. **Parental Transparency:** Engage parents, be transparent about all RSHE materials, and ensure parents are aware of their right to withdraw children from sex education (with an opt-back-in provision).
3. **Positivity:** Focus on building positive attitudes and skills, promoting healthy norms, and avoiding language that normalises harmful behaviour.
4. **Careful Sequencing:** Cover all statutory topics, starting early, and sequence teaching to proactively equip pupils with knowledge before relevant experiences occur.

5. **Relevant and Responsive:** Ensure the curriculum is relevant, age/stage-appropriate, accessible, and responsive to local issues, potentially working with local partners.
6. **Skilled Delivery:** Use school staff or trained external providers with the necessary knowledge and skills to deliver participative education in a safe, supportive environment, trained in safeguarding and handling disclosures.
7. **Whole School Approach:** Deliver the curriculum as part of a wider school strategy for wellbeing and positive relationships, supported by other school policies

Differentiation between Relationships Education and Sex Education

Relationships Education (RE) and Health Education (HE)

These are compulsory for all pupils. RE focuses on building positive and safe relationships with others, covering topics like families, friendships, and staying safe online and offline. Everyone has relationships with others. Relationships education should equip pupils with the knowledge and skills they need to act with kindness and respect in all their relationships as they grow into adulthood, to enjoy their relationships, and to keep themselves and others safe. Relationships education will focus on how to form and sustain positive relationships but will also help children identify risks and harms.

This education can include sensitive topics, such as sexual violence, to equip children with the knowledge to keep themselves safe and know how to report concerns. Relationships education may therefore include topics related to preventing sexual abuse, for example, or avoiding sharing inappropriate material online. RE will **not** involve explaining the detail of different forms of sexual activity.

Sex Education (Primary)

The school will only teach sex education in this phase as part of the Science curriculum in year 5 and/or year 6. The content will align with the national science curriculum's content on conception and birth. The science curriculum covers related topics like external body parts, human growth (including puberty), and reproduction in plants/animals. The schools teaching of human reproduction in Science, will be a factual description of conception. The school will consult parents on sex education content, including providing lesson content, offering support for home discussions and advising them of their right to withdraw their child.

Sex Education (Secondary)

Sex Education in Secondary year groups will be delivered in the context of Relationships and Sex Education. The focus of secondary RSE is to build on the primary relationships content by offering information for healthy, safe, and nurturing relationships.

It should equip young people with knowledge to avoid sexually transmitted infections and unplanned pregnancies, and to keep themselves and others safe later in life. Effective RSE emphasizes self and mutual respect, discouraging early sexual experimentation. It fosters confidence and self-esteem, empowering young people to make informed choices about safe, healthy sexual relationships at the age of consent and to resist pressure.

Teaching should be interactive, allowing pupils to develop skills and critically discuss complex scenarios. Secondary RSE will cover abusive behavior, stressing that victims are never at fault, and addressing different forms of abuse sensitively. For pupils in unhealthy or unsafe situations, including at home, schools provide essential consistency and support.

Details of the content of secondary RSE curriculum for the school can be found within this policy, the content is in line with the course content outlined on pages 13 to 19 of Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers July 2025

Sex Education (SE): This is taught within the statutory Science curriculum (e.g., human reproduction) and, for secondary pupils, may include non-statutory content delivered in PSHE. It is this non-statutory SE content from which parents have the right to withdraw their child (see Section 4). The non-statutory SE content will be clearly identified in curriculum documentation shared with parents.

Parents' right to request withdrawal from sex education

In primary schools, head teachers must automatically grant a request for withdrawal from sex education, except for content taught in science. Parents cannot withdraw pupils from relationships and health education, or topics taught as part of the science curriculum, including those related to puberty or sexual reproduction. Relationships education focuses on forming positive relationships, acting with respect, and identifying risks/harms (e.g., preventing sexual abuse, avoiding inappropriate online sharing) without detailing sexual activity. Health education may include correct terms for body parts in primary, also without detailing sexual activity.

In secondary schools, withdrawal can be refused in exceptional circumstances, e.g. safeguarding concerns or if a pupil is considered vulnerable

Procedure: A formal written request must be submitted to the Headmistress. The Headmistress will discuss the request with the parents and consider the reasons. If the request is granted, the Headteacher will ensure the child receives appropriate alternative supervised education.

Right to Overrule: The Headmistress must grant the request up to and until three terms before the child turns 16, unless the Headmistress considers that there are exceptional circumstances. From the age of 16, if the pupil wishes to receive the non-statutory SE, they can override their parent's wish to withdraw them.

A pupil can choose to opt back into sex education from three terms before they turn 16, even if a parent requested withdrawal; schools must inform pupils of this option. If a pupil is withdrawn, the school must provide appropriate, purposeful alternative education.

Life Skills and RSHE Subject Content, Delivery, and Responsibility

The programme of study for the statutory areas of RSHE at -- School is outlined below. In delivering RSHE the school will use resources from -- Scheme. Full schemes of work and content for lessons can be found at --

Subject Area	Key Content Areas	When Taught	Responsibility	External Providers
Relationships Education (RE)	Families and people who care for me, caring friendships, respectful relationships, online relationships, and being safe. (e.g., safeguarding, sexual violence prevention)	Taught across all Key Stages as part of PSHE (Personal, Social, Health and Economic Education) and woven into other curriculum areas.	Class Teachers/Form Tutors (Primary/Secondary) and the Head of PSHE.	The school may engage local community police officers or specialist safeguarding charities to deliver specific safety-focused sessions.
Health Education (HE)	Mental wellbeing, internet safety and harms, physical health and fitness, healthy eating, drugs, alcohol and tobacco, health and prevention, basic first aid, and changing adolescent body.	Primarily delivered in discrete PSHE lessons, Science, and PE curriculum time.	Class Teachers/Form Tutors (Primary/Secondary) and the Head of PSHE/Science.	Trained first aid professionals may be utilised for specific health and first aid content.
Sex Education (SE)	Human reproduction, puberty and emotional health, understanding different forms of sexual activity (in secondary only, to a level appropriate to age and maturity, without detailing different forms of sexual activity).	Taught as part of the Science curriculum (statutory) and in non-statutory modules during PSHE (Secondary only).	Class Teachers/Form Tutors and the Head of Science.	None. All teaching of non-statutory SE content will be delivered by school staff to ensure consistency with our ethos and values. Some Year 9-11 RSHE lessons will be delivered by Brook Advisory. Material is shared in advance with the school and

				open to viewing by parents.
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Safeguarding and RSHE

Within the curriculum design there are opportunities to teach safeguarding within the RSE and Health curriculum in accordance with KCSIE 2025 (para 130), which states: *Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment... These will be underpinned by the school/college's behaviour policy, the Equal Opportunities policy and pastoral support system, as well as by a planned programme of evidence-based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. Such a programme should be fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities).* **NB: If any safeguarding issues are raised during RSHE lessons, the school will refer to its Safeguarding policy**

Accessibility and Equality of Opportunity for Pupils

Classroom practice and pedagogy will take into account pupils' development, age, ability, readiness and cultural background, protected characteristics and pupils with SEND and will be adjusted accordingly to enable all students to access the learning.

The school is committed to ensuring all RSHE content is made accessible to all pupils, including those with Special Educational Needs or Disabilities (SEND), the school will act in line with its SEND policy ensuring

- **Differentiation:** Teaching staff will employ appropriate differentiation strategies to meet individual needs as identified in provision maps or Education, Health and Care (EHC) Plans.
- **Specialist Support:** Pupils who require it will be supported by teaching assistants or specialist staff. The content will be delivered in a safe and supportive environment, ensuring sensitive topics are handled with care and sensitivity appropriate to their developmental stage.

We will use PSHE and RSE education as a way to address diversity issues and to ensure equality for all by addressing contextual issues identified through our pastoral management system and wellbeing surveys. PSHE and RSE delivery is designed to comply with the Equality Act 2010. Provisions within the Equality Act allow the School to take positive action, where it can be shown

that it is proportionate, to deal with particular disadvantages affecting one group because of protected characteristics.

Relationships Education {Prep} and Relationships and Sex Education (RSE) {Secondary} takes account of the faith of individual pupils as well as the nature of the faith of the school whilst helping pupils from all backgrounds build positive and safe relationships and to thrive in modern Britain. When planning for teaching the religious background of pupils will be observed so that topics are appropriately handled.

The school recognises that due to the nature of RSHE content the pupils may be challenged personally, socially and emotionally, and the above adjustments will consider this factor in developing access plans for pupils with needs in these areas that may be part of the school care plans in addition to the SEN register.

Monitoring and Evaluation

The RSHE curriculum is monitored and evaluated to ensure it is effective, relevant, and compliant with current guidance.

- **Monitoring:** The Head of PSHE will conduct regular lesson observations, scrutinise planning, and review pupil work. Pupil and staff voice surveys will be used to gather feedback on the quality and impact of the provision.
- **Assessment:** the subject will not be subject to formal summative assessment, staff will incorporate a range of activities to establish the development of pupils knowledge and understanding of the topics covered through review and discussion at relevant points in units.
- **Evaluation:** The policy and curriculum will be formally evaluated by the Governing Body's Academic Committee on an annual basis. Key performance indicators will include pupil confidence in discussing relationships, knowledge of safety and wellbeing, and statutory compliance.

Openness and Access to Curriculum Materials

Schools will take steps to pro-actively engage parents and make sure they are aware of what is being taught in RSHE. Parents have the right to view the curriculum materials used in RE, HE, and SE to help them prepare their child for the lessons and reinforce learning at home.

The school will invite parents into school to discuss

- curriculum content
- the importance of RSHE for wellbeing and safety
- any concerns
- parents in managing conversations with their children about RSHE topics
- parents views when developing and reviewing their RSE policies

All of the above will be considered in the context of consultation with parents.

Materials

- **Access:** A comprehensive outline of the RSHE curriculum, including the specific topics taught in each year group, will be published on the school's website.
- **Viewing:** Detailed lesson plans, slides, and resources used for the non-statutory SE content will be made available will be facilitated through scheduled viewing sessions or secure digital access. Where the school uses copyrighted resources this will not limit parents ability to view content.

Parents are not able to veto curriculum content, where the school will share content of copyrighted schemes it will note the authorship. Where schools share copyrighted scheme content with parents both parties are bound by copyright in that the materials cannot be copied or shared further.

Answering Questions (Primary and Withdrawn Pupils)

Teachers are trained to handle sensitive questions appropriately and to ensure the curriculum boundaries are maintained.

- **Primary School (SE Topics Not Covered):** If a primary pupil asks a question relating to sex education that is not part of the primary curriculum, the teacher will answer truthfully and accurately, but only with simple, age-appropriate information that is relevant to the question asked. The teacher will not introduce concepts that are not intended for the primary curriculum.
- **Pupils Withdrawn from SE:** If a pupil who has been withdrawn from non-statutory SE asks a related question, the teacher will follow the same principle as in primary school—answering truthfully but limiting the response to simple, factual, and age-appropriate information, ensuring the content of the withdrawn lesson is not delivered outside of the formal setting.

Life Skills and PSHE

The Life Skills programme at -- School is delivered through

- PSHCE
- Science
- Geography
- History
- RE
- Tutor time
- ICT

Life skills will be used to deliver statutory curriculum content and non-statutory PSHE, this section of the policy addresses the statutory duty of -- School with regard to Fundamental British Values (FBV) and the Prevent Strategy, as well as the delivery of non-statutory PSHE.

PSHE is an important and necessary part of all pupils' education. Teachers have the flexibility to tailor their local PSHE programme to reflect the needs of their pupils and the values of the school. The PSHE programme will equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. PSHE education will build, where appropriate, on the statutory content already outlined in the national curriculum for PSHE.

The following topic areas

- Financial Literacy
- Oracy and Advocacy, being an active citizen
- Character Education in line with the school values
- Climate Action and Sustainability
- Global Citizenship and Community Care
- Economics and Entrepreneurship
- AI as a force for good

Programme of Study

Parents can access further details of the programme of study through the school website / portal.

See attached documents for the planning overviews for Prep School and Senior School

Policy Production, Approval, and Review

- **Production:** This policy has been drafted following consultation with parents, staff, pupils, and the Governing Body, ensuring it reflects the school's ethos, values, and the statutory requirements of the DfE guidance. Consultation sessions had been held through the course of the Summer Term in 2026, all parents and staff were invited to attend feedback and content viewing sessions, as well as having the opportunity to contribute through a survey. Pupil consultation operated through the School Council and within feedback sessions on the curriculum in Life Skills lessons.
- **Approval:** This policy was approved by the Directors of The Webber Independent School
- **Review:** This policy will be formally reviewed and ratified by the Governing Body annually or sooner if there are significant changes to statutory guidance or school circumstances.

COMPLETE PRIMARY PSHE LONG TERM PLAN



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	- Classroom Rules - All About Me - Setting Simple Goals - Online Safety - Sensible Amounts of Screen Time - Being a Safe Pedestrian	- Handwashing and Germs - Hygiene and Self-Care - Healthy Teeth - Healthy Food - Healthy Bodies - Sun Safety	- Kindness - Let's Be Friends - Sharing and Taking Turns - Saying Sorry - Telling the Truth - My Family	- Caring for Ourselves and Others - Looking After Our Planet - What Is Money? - Celebrating Our Differences - People and Communities - Jobs and Community Helpers	- Feelings - Calming Down - Resilience - Independence - Growing and Changing - My Body (Private Body Parts)	- Making Good Choices - Good Manners - Bullying - Personal Space and Boundaries - Asking Permission - Secrets (Good and Bad)
Year 1	- This Is Me (Identity) - How We Grow - What Are Feelings - Feelings and Loss - How We Play and Learn - Staying Safe	- Respect - Polite Words - Sharing and Taking Turns - Being Helpful - Being Kind - Getting Hurt	- All About Rules - Online World (Screen Time) - Online Safety - Strengths and Interests - Jobs and Skill - Welcoming Everyone	- Keeping Clean - Healthy Teeth - Fun in the Sun - Healthy Food - Eating Well - Keeping Fit and Healthy	- People Who Care for Me - What Is a Family? - Family and Me - All About Bodies (Private Body Parts) - My Body Belongs to Me (Unwanted Touch) - Asking for Permission	- Caring for Living Things - Recycling - Plastic and Pollution - Global Warming - My Classroom Community - Community Helpers
Year 2	- What Is Money? - Ways to Pay - Earning Money - Saving and Spending - Wants and Needs	- Healthy Habits - All About Teeth - Sleep Routines - Medicines - All About Feelings - Big Feelings	- Making Friends - Being a Good Friend - Playing With Others - Working With Others - Manners and Respect - Resolving Conflict	- What Is the Internet? - Personal Data - Online Safety - Online Information - Belonging to a Community - Same/different (Diversity)	- Human Life Cycle - Brilliant Bodies (Private Body Parts and Swimwear Rule) - Safety and Risk - Safety at Home - Road Safety - Accidents and Emergencies	- Feeling Lonely - Bullying (Introduction) - Unkind Words - Kindness - Secrets and Surprises (Unsafe Touch) - Say Goodbye... Say Hello
Year 3	- Feeling and Me (Coping Strategies) - Resilience and Self-Esteem - Exercise and Wellbeing - Grief and Loss (Autumn 2025) - Personal Identity - Strengths and Interests	- Jobs and Sectors - Careers and Skills - Targets and Goals - Career Routes - Stereotypes	- Role Models - Manners and Politeness - Family and Me - People Who Care for Me - Caring for Others	- Personal Safety and Risk - Fire Safety - First Aid 1 (Burns and Scalds) - Healthy Eating - What Is a Habit? - Healthy Choices	- Seeking Permission - Privacy and Boundaries - Friendship Boundaries - Managing Needs (NEW) - Respectful Behaviour - Bullying or Teasing	- Rules and Laws - Rights and Responsibilities - Community Responsibilities - E-Safety - Age-Appropriate Content - Why Is the News Important? (Precursor to Fake News)
Year 4	- Responsible Spending - What Is Fairtrade? - Value for Money - Keeping Track of Money - What Is Advertising - Gambling and Risk	- Healthy Lifestyles - Staying Healthy - First Aid 2 (Allergies) - Germs and Illness - Drugs and Medicines - Vaccinations	- Internet and Screen Time - Age Restrictions - Communicating Online - Online Relationships (NEW) - Harmful Content / Contact - Secrets (Keeping Good Secrets / Sharing Bad)	- Respecting Difference - Diverse Communities - Prejudice and Discrimination - Racism - Preventing Bullying - Hurtful Behaviour	- Growing-up Girls - Growing-up Boys - Changing Emotions - Personal Hygiene - Dental Hygiene - Sleep Hygiene	- Water Safety Code - Summer Safety - First Aid 3 (Asthma) - Committed Relationships - Honesty and Trust - Positive Friendships
Year 5	- Asking for Help - What Is Social Media? - Fake News - Fake Images (Photoshop and Deepfake Videos) - Digital Footprints - Bonfire Night	- Healthy Habits - Being Healthy – Diet - Being Healthy – Exercise - Physical Health - Germs, Bacteria and Viruses - What Is Mental Health	- Behaviour and Respect - Friendships - Feeling Left Out - Peer Pressure - Dares and Challenges - Bullying and Hurtful Behaviour	- Courtesy and Manners - Success and Achievement - Independence and Responsibility - Careers and Stereotypes - The Environment – Part 1 - The Environment – Part 2	- Understand Emotions - Feelings and Emotions - Self-Esteem - Body Image - Boys' Puberty - Girls' Puberty	- Positive Relationships - Loving Stable Families - Love and Abuse - Love and Abuse - Online Behaviour and Risks - Stranger Safety
Year 6	- Medicine and Product Safety - Habits and Addiction - Caffeine and Energy Drinks - What Is Alcohol? - Drugs (Introduction to Illegal Drugs) - Vaping Danger	- Disagreeing Respectfully - Positive Male Role Models (Harmful Stereotypes) - Cyberbullying and Harassment - Online Gaming Danger - Group Chats (Bullying) - Online Privacy and Data	- Identity and Community - Diversity in the UK - Protected Characteristics - What Is Money? - Attitudes About Money - Money and the Cost of Living	- Puberty and Our Genes - Boys' Puberty - Girls' Puberty - Human Reproduction (Sex-Ed Part 1 - Conception) - Hormones and Emotions - Mental Health Symptoms	- Grief, Change and Loss - Transition to Secondary School - Sun Safety - Personal Safety and Hazards - First Aid 4 (Common Injuries) - First Aid 5 (Life Support)	- Consent - Sexual Harassment - Attraction and Crushes - Starting a Family (Sex-Ed Part 2 – Sexual Intercourse) - Family and Commitment - Caring for Babies

MW1. How to talk about their emotions accurately and sensitively, using appropriate vocabulary.	Year 7 – Mental Health Introduction Year 7 - Resilience Year 7 – Boys’ Puberty Year 7 – Periods and Menstruation Year 7 / Year 9 – Gratefulness Year 7 - Peer Pressure Year 8 - Masculinity Year 9 - Mental Health and Stigma Year 9 - Managing Conflict Year 10 - Social Anxiety Year 10 – Mental Health, Community and Support Networks Year 11 – Suicide Prevention
MW2. The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness.	Year 7 – Mental Health Introduction Year 7 – Kindness and Empathy Year 7 – Wants and Needs Year 7 – Self-Esteem Year 8 – Benefits of Exercise Year 8 – Social Media Stress Year 8 – Mental Health in the Wider World Year 8 – Lifestyle Diseases and Cancer Year 9 – Managing Anxiety Year 9 – Happiness and Positivity Year 9 – Sleep and its benefits Year 9 – Importance of Community Year 9 – Importance of Volunteering Year 10 – Loneliness Year 10 – Mental Health, Community and Support Networks Year 10 – Exam Stress Management Year 10 – Work Experience Year 11 – Revision Skills and Management
MW3. That happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed.	Year 7 – Mental Health Introduction Year 7 / Year 9 – Gratefulness Year 7 – Self-Esteem Year 9 – Managing Anxiety Year 9 – Happiness and Positivity Year 9 – Relationships and the Media Year 9 – Importance of Volunteering Year 9 – Divorce, Loss and Separations Year 10 – Mental Health, Community and Support

	Networks Year 11 – Suicide Prevention
MW4. That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal.	Year 7 – Mental Health Introduction Year 7 / Year 9 – Gratefulness Year 9 – Managing Anxiety Year 9 – Happiness and Positivity Year 9 - Mental Health and Stigma Year 9 – Divorce, Loss and Separations

	Year 8 – Benefits of Exercise Year 10 – Loneliness Year 10 – Mental Health, Community and Support Networks Year 11 – Suicide Prevention
MW5. Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions.	Year 7 – Mental Health Introduction Year 8 – Mental Health in the Wider World Year 9 - Mental Health and Stigma Year 9 – Managing Anxiety Year 8 – Eating Disorders Year 8 – Self-Harm Year 10 – Exam Stress Management Year 10 – Mental Health, Community and Support Networks Year 10 – Obsessive Unwanted Repeated Behaviours Year 11 – Suicide Prevention

MW6. How to critically evaluate which activities will contribute to their overall wellbeing.	Year 7 – Resilience Year 7 – Mental Health Introduction Year 7 / Year 9 – Gratefulness Year 7 – Peer Pressure and Influence Year 7 – Wants and Needs Year 7 – Self-Esteem Year 8 – Benefits of Exercise Year 8 – Health and Nutrition Year 8 – Social Media Stress Year 8 – Lifestyle Diseases and Cancer Year 8 – Entrepreneurism Year 8 – Saving and Budgeting Year 8 – Attendance and Punctuality Year 8 – Teamwork Year 8 – Communication Skills Year 9 – Managing Anxiety Year 9 – Happiness and Positivity Year 9 – Importance of Volunteering Year 10 – Loneliness Year 10 – Work Experience Year 10 – Mental Health, Community and Support Networks Year 11 – Sugar and Processed Foods
MW7. Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it's possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it.	Year 7 – Mental Health Introduction Year 7 - Resilience Year 7 / Year 9 – Gratefulness Year 8 – Benefits of Exercise Year 8 – Mental Health in the Wider World Year 9 – Managing Anxiety Year 10 - Obsessive Unwanted Repeated Behaviours Year 10 – Mental Health, Community and Support Networks Year 10 – Work Experience
MW8. That gambling can lead to serious mental health harms, including anxiety, depression, and	Year 9 – Gambling and Risks Year 9 – Responsible Finances and Avoiding Debt
suicide, and that some gambling products are more likely to cause these harms than others.	
MW9. That the co-occurrence of alcohol/drug use and poor mental health is common, and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug use can trigger mental health problems or exacerbate existing ones. That	Year 7 – Drugs Introduction Year 8 – Alcohol, Risks and Relationships Year 8 – Lifestyle Diseases and Cancer Year 9 – Managing Anxiety Year 10 – Porn, Sexual Ethics and Harmful Behaviour

stopping smoking can improve people's mental health and decrease anxiety.	
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New 2026 DfE RSHE Guidance for Wellbeing Online Publishing Package		Lessons covering this in EC
WO1. About the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.		Year 7 – Health and Wellbeing Introduction Year 8 – Benefits of Exercise Year 8 – Social Media Stress Year 8 – Mental Health in Wider World Year 9 – Managing Anxiety Year 9 – Happiness and Positivity Year 9 – Benefits of Sleep Year 9 – Social Media and Resilience Year 10 – Social Media and Validation Year 10 – Mental Health, Community and Support Networks Year 11 – Revision Skills and Management
WO2. 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		Year 8 – Eating Disorders Year 9 – Misogyny and Manosphere Year 9 – Relationships and the Media Year 9 – Pornography, Danger and the Brain Year 9 – Algorithms and Sub-cultures Year 10 – Body Image and Online Media Year 10 – Social Media Validation Year 10 - Obsessive Unwanted Repeated Behaviours Year 11 – Sex and the Media
WO3. 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.		Year 7 – Peer Pressure and Influence Year 8 – Social Media Stress Year 8 – Online Bullying and Large Group Chats Year 8 – Cyberbullying and Online Trolls Year 8 – Eating Disorders Year 9 – Misogyny and the Manosphere Year 10 – Cybercrime and Illegal Online Behaviour Year 11 – Suicide Prevention Year 11 – Mob Mentality and Criminal Behaviour

WO4. The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt.	Year 9 – Gambling and Risks Year 9 – Responsible Finances and Avoiding Debt Year 9 – Financial Exploitation and Online Fraud Year 11 – Cost of Living
WO5. How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories	Year 7 – Media Literacy Year 9 – Gender Equality Year 9 – Gambling and Risks Year 9 – Responsible Finances and Avoiding Debt Year 9 – Algorithms and Sub-Cultures Year 10 – Body Image and Online Media Year 10 – Chatbots and AI Complacency Year 11 – Responsible Health Choices Year 11 – Extremism Online Year 11 – Sex and the Media
WO6. The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online.	Year 8 – Knife Crime Year 9 – Financial Exploitation and Online Fraud Year 10 – Cybercrime and Illegal Online Behaviour Year 11 – Sextortion
WO7. The serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it	Year 8 – Eating Disorders Year 8 – Self-Harm Year 10 – Body Image and Online Media Year 11 – Suicide Prevention

New 2026 DfE RSHE Guidance for Publishing Package Physical Health and Fitness	Lessons covering this in EC
PHF1. The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health	Year 7 – Health and Wellbeing Introduction Year 8 – Benefits of Exercise Year 8 – Health and Nutrition Year 8 – Lifestyle Diseases and Cancer Year 8 – Balanced Diet Year 8 – Eating Disorders Year 9 – Managing Anxiety Year 9 – Happiness and Positivity Year 9 – Healthy Diet on a Budget Year 10 – Body Image and Online Media Year 11 – Sugar and Processed Foods

PHF2. Factual information about the prevalence and characteristics of more serious health conditions	Year 7 – Vaping and Smoking Cessation Year 8 – Benefits of Exercise Year 8 – Illegal Drugs Year 8 – Balanced Diet Year 8 – Lifestyle Diseases and Cancer Year 8 – Eating Disorders Year 8 – Sexual Health and STIs Year 9 – Health Advice Services Year 9 – First Aid and CPR Year 10 – Body Image and Online Media Year 10 – Cancer, Prevention, Screening, Examination Year 11 – Sugar and Processed Foods Year 11 – Responsible Health Choices
PHF3. That physical activity can promote wellbeing and combat stress	Year 8 – Benefits of Exercise Year 8 – Health and Nutrition Year 8 – Lifestyle Diseases and Cancer Year 9 – Managing Anxiety Year 9 Happiness and Positivity Year 10 – Exam Stress Management Year 11 – Revision Skills and Management
HF4. The science relating to blood, organ and stem cell donation.	Year 11 – Responsible Health Choices

New 2026 DfE RSHE Guidance for Healthy Eating Publishing Package		Lessons covering this in EC
HE1. How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease.	Year 7 – Health and Wellbeing Introduction Year 7 – Personal and Oral Hygiene Year 8 – Benefits of Exercise Year 8 – Lifestyle Diseases and Cancer Year 8 – Health and Nutrition Year 8 – Balanced Diet Year 9 – Healthy Diet on a Budget Year 9 – Managing Anxiety Year 9 – Happiness and Positivity Year 10 – Cancer, Prevention, Screening, Examination Year 11 – Sugar and Processed Foods	
HE2. The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease	Year 8 – Benefits of Exercise Year 8 – Balanced Diet Year 8 – Health and Nutrition Year 8 – Lifestyle Diseases and Cancer Year 9 – Healthy Diet on a Budget Year 10 – Cancer, Prevention, Screening, Examination Year 10 – Body Image and Online Media Year 11 – Sugar and Processed Foods	

HE3. The impacts of alcohol on diet and unhealthy weight gain.	Year 8 – Benefits of Exercise Year 8 – Lifestyle Diseases and Cancer Year 10 – Cancer, Prevention, Screening, Examination Year 10 – Body Image and Online Media Year 11 – Sugar and Processed Foods
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New 2026 DfE RSHE Guidance for Publishing Package Drugs, Alcohol, Tobacco and Vaping		Lessons covering this in EC
DATV1. The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health.		Year 7 – Illegal Drugs Year 7 – Vaping and Smoking Cessation Year 8 – County Lines Year 10 – Stalking, Sexual Harassment and Law Year 9 – Prescription Drugs and Antibiotics Year 10 – Nitrous Oxide Year 10 - Cybercrime and Illegal Online Behaviour
DATV2. The law relating to the supply and possession of illegal substances.		Year 7 – Illegal Drugs Year 8 – County Lines Year 9 – Prescription Drugs and Antibiotics Year 10 – Nitrous Oxide Year 10 - Cybercrime and Illegal Online Behaviour
DATV3. The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol		Year 7 – Illegal Drugs Year 8 – Lifestyle Diseases and Cancer Year 8 – Alcohol, Risks and Relationships Year 9 – Anti-Social Behaviour Year 10 – Cancer, Prevention, Screening, Examination Year 11 – Personal Safety and Risk (can add in SEND topic intro lessons)
DATV4. The physical and psychological consequences of problem-use of alcohol, including alcohol dependency.		Year 7 – Illegal Drugs Year 8 – Alcohol, Risks and Relationships Year 8 – Lifestyle Diseases and Cancer Year 10 – Cancer, Prevention, Screening, Examination Year 11 – Personal Safety and Risk
DATV5. The dangers of the misuse of prescribed and over-the-counter medicines.		Year 9 – Prescription Drugs and Antibiotics

DATV6. The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so	Year 7 – Vaping and Smoking Cessation Year 8 – Lifestyle Diseases and Cancer Year 10 – Cancer, Prevention, Screening, Examination Year 11 – Reproductive, Gynaecological Health and Fertility
DATV7. The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.	Year 7 – Vaping and Smoking Cessation Year 10 – Cancer, Prevention, Screening, Examination

New 2026 DfE RSHE Guidance for this in EC Publishing Package Health, Protection and Understanding the Healthcare System. Lessons covering	
HPP1. Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics.	Year 7 – Personal and Oral Hygiene Year 8 – Sexual Health and STIs Year 8 – Attendance and Punctuality Year 8 – Lifestyle Diseases and Cancer Year 9 – Prescription Drugs and Antibiotics Year 10 – Tattoos, Piercings and Body Modification Year 11 – Responsible Health Choices
HPP2. Dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing consumption of sugar-containing food and drinks, and regular check-ups at the dentist.	Year 7 – Personal and Oral Hygiene Year 7 – Health and Wellbeing Introduction Year 9 – First Aid and CPR Year 11 – Sugar and Processed Foods
HPP3. How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals.	Year 8 – Sexual Health and STIs Year 8 – Attendance and Punctuality Year 9 – Prescription Drugs and Antibiotics Year 9 – First Aid and CPR Year 10 – Tattoos, Piercings and Body Modification

HPP4. The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening.	Year 7 – Health and Wellbeing Introduction Year 8 – Health and Nutrition Year 8 – Benefits of Exercise Year 8 – Lifestyle Diseases and Cancer Year 8 – Sexual Health and STIs Year 9 – Happiness and Positivity Year 9 – Sleep and its Benefits Year 9 – First Aid and CPR Year 10 – Body Image and Online Media Year 10 – Cancer, Prevention, Screening, Examination Year 10 – Exam Stress and Management Year 10 – Health and Safety at Work Year 11 – Reproductive, Gynaecological Health and Fertility Year 11 – Sugar and Processed Foods Year 11 – Responsible Health Choices
HPP5. The facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.	Year 9 – Prescription Drugs and Antibiotics Year 11 – Responsible Health Choices
HPP6. The importance of sufficient good-quality sleep for good health, the importance of screenfree time before bed and removing phones from the bedroom, and how a lack of sleep can affect weight, mood and ability to learn.	Year 7 – Wants and Needs Year 8 – Social Media Stress Year 8 – Attendance and Punctuality Year 8 – Mental Health in Wider World Year 9 – Managing Anxiety Year 9 – Benefits of Sleep Year 10 – Exam Stress and Management Year 11 – Revision Skills and Management
HPP7. The importance of healthy behaviours before and during pregnancy, including the importance of	Year 11 – Reproductive, Gynaecological Health and Fertility
pre-conception health, including taking folic acid. The importance of pelvic floor health. Information on miscarriage and pregnancy loss, and how to access care and support	Year 11 – Brain development, Conception to Puberty

HPP8. How to navigate their local healthcare system: what a GP is; when to use A&E / minor injuries; accessing sexual health and family planning clinics; the role of local pharmacies; and how to seek help via local third sector partners which may have specialist services.	Year 8 – Sexual Health and STIs Year 9 – Health Advice Services Year 9 – Prescription Drugs and Antibiotics Year 9 – First Aid and CPR Year 10 – Cancer, Prevention, Screening, Examination Year 10 – Unplanned Pregnancy and Choices Year 10 – Tattoos, Piercings and Body Modification Year 11 – Reproductive, Gynaecological Health and Fertility (signposting to useful external agencies, help and advice sites is also on all PowerPoints for all lessons for all topics)
HPP9. The concept of Gillick competence. That the legal age of medical consent is 16. That before this, a child's parents will have responsibility for consenting to medical treatment on their behalf unless they are Gillick competent to take this decision for themselves. Pupils should understand the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment.	Year 9 – Prescription Drugs and Antibiotics Year 11 – Responsible Health Choices

New 2026 DfE RSHE Guidance for Personal Safety Publishing Package Lessons covering this in EC	
PS1. How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways – including level crossings - and water (including the water safety code), and in unfamiliar social or work settings (for example the first time a young person goes on holiday without their parents).	Year 8 – Knife Crime Year 9 – Anti-Social Behaviour Year 10 – Tattoos, Piercings and Body Modification Year 10 – Health and Safety at Work Year 10 – LGBT Rights Year 11 – Personal Safety and Risk Year 11 – Online Dating Risks Year 11 – Independent Travel

PS2. How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media.	Year 7 – Online Safety Year 7 – Friendships and Fall-Outs Year 7 – Peer Pressure and Influence Year 8 – Social Media Stress Year 8 – Online Bullying and Large Group Chats Year 8 – Knife Crime Year 8 – Cyberbullying and Online Trolls Year 8 – County Lines Year 9 – Anti-Social Behaviour Year 9 – Gambling and Risks Year 9 – Sub-cultures and Algorithms Year 10 – Social Media Validation Year 11 – Personal Safety and Risk Year 11 – Extremism Online Year 11 – Mob Mentality and Criminal Behaviour
PS3. How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure.	Year 7 – Trust Year 7 – Kindness and Empathy Year 7 – Friendships and Fall-Outs Year 8 – Social Media Stress Year 8 – Online Bullying and Large Group Chats Year 8 – Cyberbullying and Online Trolls Year 8 – Teamwork Year 8 – Communication Skills Year 9 – Managing Conflict Year 9 – Anti-Social Behaviour Year 10 – Gaslighting and Emotional Abuse Year 11 – Personal Safety and Risk Year 11 – Mob Mentality and Criminal Behaviour
PS4. Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime.	Year 7 – Trust Year 8 – Knife Crime Year 8 – County Lines Year 11 – Honour Violence Year 11 – Mob Mentality and Criminal Behaviour
PS5. The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an educational tool. Children should be taught that carrying weapons is uncommon, and should not be scared into the perception that many young people are carrying knives (which can lead to the misconception that they need to carry a knife too).	Year 8 – Knife Crime Year 8 – County Lines Year 9 – Anti-Social Behaviour Year 10 - Cybercrime and Illegal Behaviour Online Year 11 – Honour Violence Year 11 – Mob Mentality and Criminal Behaviour

PS6. The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern.	Year 7 – Online Grooming Year 7 – Online Safety Year 8 – Knife Crime Year 8 – County Lines Year 9 – Gambling and Risk Year 9 – Financial Exploitation Online Fraud Year 9 – Algorithms and Subcultures Year - 10 Coercive Controlling Relationships Year 10 – Gaslighting and Emotional Abuse Year 10 – Forced Marriage Year 11 – Virginity Testing and Hymenoplasty Year 11 - Sexploitation
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New 2026 DfE RSHE Guidance for Developing Bodies Publishing Package		Lessons covering this in EC
DB1. The main changes which take place in males and females, and the implications for emotional and physical health.	Year 7 – Boys' Puberty Year 7 – Periods and Menstruation Year 7 – Romance and Falling in Love Year 10 – Readiness for Sex Year 11 – Brain Development Conception to Puberty	
DB2. The facts about puberty, the changing adolescent body, including brain development.	Year 7 – Boys' Puberty Year 7 – Periods and Menstruation Year 7 – Personal and Oral Hygiene Year 7 – Romance and Falling in Love Year 10 – Readiness for Sex Year 11 – Brain Development Conception to Puberty	
DB3. About menstrual and gynaecological health, including: - what is an average period; - period problems such as premenstrual syndrome; - heavy menstrual bleeding; endometriosis; - and polycystic ovary syndrome (PCOS). When to seek help from healthcare professionals.	Year 7 – Personal and Oral Hygiene Year 7 – Periods and Menstruation Year 11 – Reproductive, Gynaecological Health and Fertility	
DB4. The facts about reproductive health, including fertility and menopause, and the potential impact o lifestyle on fertility for men and women.	Year 7 – Periods and Menstruation Year 8 – Sexual Health and STIs Year 10 – Abortion Year 10 – Unplanned Pregnancy and Choices Year 11 – Reproductive, Gynaecological Health and Fertility	

New 2026 DfE RSHE Guidance for Publishing Package		Lessons covering this in EC
Basic First Aid		
BFA1. Basic treatment for common injuries.		Year 9 – First Aid and CPR
BFA2. Life-saving skills, including how to administer CPR.		Year 9 – First Aid and CPR
BFA3. The purpose of defibrillators, when one might be needed and who can use them.		Year 9 – First Aid and CPR

New 2026 DfE RSHE Guidance for Families Publishing Package		Lessons covering this in EC
F1. That there are different types of committed, stable relationships.		Year 7 – Healthy, Safe Positive Relationships Year 7 – Stable Families and Commitment Year 7 – Marriage Year 7 – Protected Characteristics Year 9 – Diverse Relationships Year 10 – LGBT Rights Year 10 – Adoption and Fostering
F2. How these relationships might contribute to wellbeing, and their importance for bringing up children.		Year 7 – Stable Families and Commitment Year 7 – Marriage Year 9 – Happiness and Positivity Year 9 – Relationships and the Media Year 9 – Diverse Relationships Year 10 – Adoption and Fostering Year 11 – Parenting Costs and Considerations Year 11 – Brain Development Conception to Puberty
F3. Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony.		Year 7 – Marriage Year 7 – Protected Characteristics Year 9 – Diverse Relationships Year 9 – Relationships and the Media Year 11 – Online Dating
F4. That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children		Year 7 - Marriage
F5. That forced marriage and marrying before the age of 18 are illegal.		Year 7 – Marriage Year 10 – Forced Marriage Year 11 – Virginity Testing and Hymenoplasty Year 11 – Honour Violence

F6. How families and relationships change over time, including through birth, death, separation and new relationships.	Year 7 – Friendship and Fall-Outs Year 7 – Romance and falling in Love Year 7 - Stable Families and Commitment Year 9 – Relationships and the Media Year 9 – Grief and Loss Year 10 – Social Media and Resilience Year 10 – Divorce and Separations Year 10 – Adoption and Fostering Year 11 – Parenting Costs and Considerations
F7. The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development.	Year 7 - Stable Families and Commitment Year 10 – Adoption and Fostering Year 11 – Reproductive, Gynaecological Health and Fertility Year 11 – Responsible Health Choices Year 11 – Parenting Costs and Considerations Year 11 – Brain Development Conception to Puberty
F8. How to judge when a relationship is unsafe and where to seek help when needed, including when	Year 7 - Healthy, Safe Positive Relationships Year 7 – Trust Year 7 – Anti-bullying Focus
pupils are concerned about violence, harm, or when they are unsure who to trust.	Year 8 – Social Media Stress Year 8 – Consent, Law and Boundaries Year 8 – County Lines Year 8 – Knife Crime Year 10 – Gaslighting and Emotional Abuse Year 10 - Coercive Controlling Relationships Year 10 – Forced Marriage Year 11 – Virginity Testing and Hymenoplasty Year 11 – Online Dating Year 11 – Honour Violence

New 2026 DfE RSHE Guidance for Publishing Package Respectful Relationships		Lessons covering this in EC
RR1. The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships.		Year 7 – Kindness and Empathy Year 7 - Healthy, Safe Positive Relationships Year 7 – Trust Year 7 – Protected Characteristics Year 7 – Friendships and Fall-outs Year 7 – Stable Families and Commitment Year 7 – Romance and Falling in Love Year 7 – Respectful Relationships Year 7 – Racism Year 8 – Social Media Stress Year 8 – Tolerance and Mutual Respect Year 8 – Consent, Law and Boundaries Year 8 – Teamwork Year 8 – Ableism Year 9 – Importance of Community Year 9 – Managing Conflict Year 9 – Importance of Volunteering Year 9 – Divorce and Separation Year 9 – AI, The Labour Market and Future Work Skills Year 10 – Readiness for Sex Year 10 – Equality and Equity Year 11 – Role of Pleasure in Intimate Relationships
RR2. How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal.		Year 7 – Kindness and Empathy Year 7 – Stereotyping and Prejudice Year 7 – Friendships and Fall-outs Year 7 – Anti-bullying Focus Year 7 – Protected Characteristics Year 7 – Racism Year 8 – Social Media Stress Year 8 – Exploring Identity and Diversity Year 8 – Tolerance and Mutual Respect Year 8 – Sexism in Society Year 8 – Ableism Year 8 – Mental Health in the Wider World Year 9 – Gender Equality Year 9 – Importance of Community Year 9 – Anti-Social Behaviour Year 9 – Mental Health and Stigma Year 9 – Importance of Volunteering Year 10 – Hate Crime and Extremism Year 10 – Equality and Equity Year 10 – Employment Rights and Responsibilities

	Year 11 – Neurodiversity Explored and Explained Year 11 – Offensive Language Year 11 – Mob Mentality and Criminal Behaviour
RR3. The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing	Year 7 – Respectful Relationships Year 7 – Self-Esteem Year 7 – Personal Development Year 7 – Stereotypes and Prejudice
one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others	Year 7 – Careers, Skills and Qualities Year 8 – Exploring Identity and Diversity Year 8 – Tolerance and Mutual Respect Year 8 – Teamwork Year 8 – Communication Skills Year 8 – Mental Health in the Wider World Year 8 – Ambitious, Realistic Careers Year 9 – Importance of Community Year 9 – Considering Our KS4 / GCSE Option Choices Year 9 – Importance of Volunteering Year 9 – AI, The Labour Market and Future Work Skills Year 10 – Equality and Equity Year 10 – Social Media Validation Year 10 – Gaslighting and Emotional Abuse Year 11 – Neurodiversity Explored and Explained

RR4. What tolerance requires, including the importance of tolerance of other people's beliefs	Year 7 – Respectful Relationships Year 7 – Racism Year 7 – Stereotypes and Prejudice Year 7 – Protected Characteristics Year 8 – Exploring Identity and Diversity Year 8 – Tolerance and Mutual Respect Year 8 - Ableism Year 9 – Diverse Relationships Year 9 - Managing Conflict Year 10 – Hate Crime and Extremism Year 10 – Employment Rights and Responsibilities Year 10 – LGBT Rights Year 11 – Neurodiversity Explored and Explained Year 11 – Offensive Language Year 11 – Mob Mentality and Criminal Behaviour
RR5. The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict.	Year 7 – Kindness and Empathy Year 7 - Healthy, Safe Positive Relationships Year 7 – Friendships and Fall-outs Year 7 – Anti-bullying Focus Year 7 – Peer Pressure and Influence Year 7 – Stable Families and Commitment Year 7 – Respectful Relationships Year 8 – Tolerance and Mutual Respect Year 8 – Ableism Year 8 – Employability Skills Introduction Year 8 – Attendance and Punctuality Year 8 – Communication Skills Year 9 - Managing Conflict Year 9 – Importance of Community Year 9 – Importance of Volunteering Year 11 – Mob Mentality and Criminal Behaviour
RR6. The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help.	Year 7 – Online Safety Year 7 – Friendships and Fall-outs Year 7 – Anti-bullying Focus Year 7 – Peer Pressure and Influence Year 8 – Online Bullying and Large Group Chats
	Year 8 – Cyberbullying and Online Trolls Year 11 – Offensive Language
RR7. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.	Year 9 – Grief and Loss Year 10 – Social Media and Resilience Year 10 – Divorce and Separation Year 11 – Suicide Prevention

RR8. The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically okay	Year 7 – Anti-bullying Focus Year 7 – Marriage Year 8 – Knife Crime Year 8 – Consent, Law and Boundaries Year 9 – Sexual Harassment Year 10 – Cybercrime and Online Criminal Behaviour Year 10 – Coercive, Controlling Relationships Year 10 – Gaslighting and Emotional Abuse Year 10 – Forced Marriage Year 10 – Stalking, Sexual Harassment and Law Year 10 – Readiness for Sex Year 11 – Honour Violence
RR9. How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice.	Year 7 – Respectful Relationships Year 7 – Racism Year 7 – Stereotypes and Prejudice Year 7 – Protected Characteristics Year 8 – Exploring Identity and Diversity Year 8 – Tolerance and Mutual Respect Year 8 – Masculinity Year 8 – Sexism in Society Year 8 – Ableism Year 9 – Gender Stereotypes Year 9 – Algorithms and Sub-Cultures Year 9 – Misogyny and the Manosphere Year 10 – Hate Crime and Extremism Year 10 – Employment Rights and Responsibilities Year 10 – LGBT Rights Year 10 – Equality and Equity Year 11 – Neurodiversity Explored and Explained Year 11 – Virginity Testing and Hymenoplasty Year 11 – Offensive Language Year 11 – Extremism Online Year 11 – Mob Mentality and Criminal Behaviour
RR10. How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others.	Year 7 - Healthy, Safe Positive Relationships Year 7 – Anti-bullying Focus Year 7 – Peer Pressure and Influence Year 8 – Ableism Year 8 – County Lines Year 8 – Sexism in Society Year 8 – Employment Rights and Responsibilities Year 9 – Sexual Harassment Year 10 – Coercive, Controlling Relationships Year 10 – Gaslighting and Emotional Abuse

	Year 10 – Forced Marriage Year 10 – Stalking, Sexual Harassment and Law
	Year 10 – LGBT Rights Year 10 – Porn, Sexual Ethics and Harmful Behaviour Year 11 – Virginity Testing and Hymenoplasty Year 11 – Honour Violence Year 11 – Mob Mentality and Criminal Behaviour Year 11 - Sextortion
RR11. How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others.	Year 9 – Misogyny and the Manosphere Year 9 – Pornography, Danger and the Brain Year 9 – Sub-cultures and Algorithms Year 10 – Porn, Sexual Ethics and Harmful Behaviour Year 11- Deepfakes, Image Sharing and AI Year 11 – Online Dating Year 11 – Extremism Online Year 11 – Sex and the Media Year 11 - Sextortion
RR12. Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called “involuntary celibates” (incels) or online influencers.	Year 9 – Misogyny and the Manosphere Year 9 – Pornography, Danger and the Brain Year 9 – Sub-cultures and Algorithms Year 10 – Porn, Sexual Ethics and Harmful Behaviour Year 11- Deepfakes, Image Sharing and AI Year 11 – Online Dating Year 11 – Extremism Online Year 11 – Sex and the Media Year 11 – Virginity Testing and Hymenoplasty

New 2026 DfE RSHE Guidance for this in EC Publishing Package Online Safety and Awareness	Lessons covering
OSA1. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.	Year 7 – Online Safety Year 7 – Friendships and Fallouts Year 7 – Anti-bullying Focus Year 7 – Respectful Relationships Year 8 – Social Media Stress Year 8 – Online Bullying and Large Group Chats Year 8 – Knife Crime Year 8 – Employability Skills Year 8 – Attendance and Punctuality Year 8 – Cyberbullying and Online Trolls Year 9 – Anti-social Behaviour Year 9 – Online Reputation Year 11 – Personal Safety and Risk Year 11 – Independent Travel
OSA2. Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues.	Year 7 – Online Safety Year 7 – Trust Year 7 – Online Grooming Year 8 – Online Bullying and Large Group Chats Year 9 – Gambling and Risks Year 9 – Financial Exploitation and Online Fraud Year 9 – Online Reputation Year 11 – Online Dating Year 11- Deepfakes, Image Sharing and AI Year 11 – Online Privacy and Data Protection
OSA3. The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online.	Year 7 – Friendships and Fall-outs Year 7 – Online Grooming Year 8 – Social Media Stress Year 8 – Cyberbullying and Online Trolls Year 9 – Health Advice Services Year 8 – Eating Disorders Year 9 – Relationships and the Media Year 9 – Misogyny and the Manosphere Year 9 – Algorithms and Sub-cultures Year 10 – Deepfakes and Malicious AI Year 10 – Social Media Validation Year 11- Deepfakes, Image Sharing and AI Year 11 – Extremism Online

OSA4. Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images.	Year 7 – Online Safety Year 7 – Online Grooming Year 8 – Social Media Stress Year 8 – Online Bullying and Large Group Chats Year 9 – Financial Exploitation and Online Fraud Year 11 – Online Dating Year 11- Deepfakes, Image Sharing and AI Year 11 – Online Privacy and Data Protection Year 11 - Sextortion
OSA5. That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the	Year 7 – Online Grooming Year 9 – Pornography, Danger and the Brain Year 10 – Deepfakes and Malicious AI

photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime	Year 10 – Cybercrime and Illegal Online Behaviour Year 11- Deepfakes, Image Sharing and AI Year 11 - Sextortion
OSA6. What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online.	Year 7 – Online Grooming Year 8 – Social Media Stress Year 8 – Online Bullying and Large Group Chats Year 10 – Deepfakes and Malicious AI Year 10 – Cybercrime and Illegal Online Behaviour Year 11 – Extremism Online Year 11 – Suicide Prevention Year 11- Deepfakes, Image Sharing and AI Year 11 - Sextortion
OSA7. About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them.	Year 10 – Deepfakes and Malicious AI Year 11- Deepfakes, Image Sharing and AI Year 11 – Sex and the Media Year 11 - Sextortion

OSA8. That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong	Year 7 – Online Safety Year 8 – County Lines Year 8 – Eating Disorders Year 9 – Misogyny and the manosphere Year 9 – Pornography, Dangers and the Brain Year 9 – Sub-cultures and Algorithms Year 10 – Porn, Sexual Ethics and Harmful Behaviour Year 10 – Cybercrime and Illegal Online Behaviour Year 10 - Obsessive Unwanted Repeated Behaviours Year 11 – Extremism Online Year 11 – Mob Mentality and Criminal Behaviour Year 11- Deepfakes, Image Sharing and AI
OSA9. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice	Year 7 – Friendships and Fall-outs Year 7 – Anti-Bullying Focus Year 8 – Social Media Stress Year 8 – Online Bullying and Large Group Chats Year 8 – Cyberbullying and Online Trolls Year 10 – Social Media Validation Year 11 – Mob Mentality and Criminal Behaviour
OSA10. How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour	Year 7 – Friendships and Fall-outs Year 7 – Anti-Bullying Focus Year 8 – Social Media Stress Year 8 – Cyberbullying and Online Trolls
and how to seek support about concerns.	Year 8 – County Lines Year 9 – Gambling and Risks Year 9 – Sexual Harassment Year 10 – Stalking, Sexual Harassment and Law Year 11 - Sextortion
OSA11. That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it.	Year 9 – Misogyny and the Manosphere Year 9 – Pornography, Dangers and the Brain Year 9 – Algorithms and Subcultures Year 10 – Readiness for Sex Year 11- Deepfakes, Image Sharing and AI Year 10 – Porn, Sexual Ethics and Harmful Behaviour Year 11 – Online Dating Year 11 – Extremism Online Year 11 – Sex and the Media

OSA12. How information and data is generated, collected, shared and used online.	Year 7 – Online Safety Year 8 – Online Bullying and Large Group Chats Year 8 – Attendance and Punctuality Year 9 – Financial Exploitation and Online Fraud Year 9 – Online Reputation Year 11 – Online Privacy and Data Protection
OSA13. That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising).	Year 7 – Online Safety Year 9 – Responsible Finances Avoiding Debt Year 9 – Online Reputation Year 11 – Online Privacy and Data Protection
OSA14. That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion.	Year 7 – Online Safety Year 8 – County Lines Year 9 – Gambling Risks Year 9 – Responsible Finances Avoiding Debt Year 9 – Financial Exploitation and Online Fraud Year 10 – Cybercrime and Illegal Online Behaviour Year 11 – Online Privacy and Data Protection Year 11 - Sextortion
OSA15. That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk.	Year 9 – AI, The Labour Market and Future Work Skills Year 10 – Deepfakes and Malicious AI Year 11 – Chatbots and AI Complacency

New 2026 DfE RSHE Guidance for Publishing Package Intimate and Sexual Relationships		Lessons covering this in EC
ISR1. That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.	Year 8 – Consent, Boundaries and Law Year 8 – Sexual Health and STIs Year 8 – Condoms Year 10 – Readiness for Sex Year 11 – Role of Pleasure in Intimate Relationships	
ISR2. The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex	Year 7 – Peer Pressure and Influence Year 7 – Romance and Falling in Love Year 8 – Consent, Boundaries and Law Year 9 – Diverse Relationships Year 10 – Readiness for Sex Year 11 – Role of Pleasure in Intimate Relationships	

ISR3. Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent.	Year 7 – Romance and Falling in Love Year 8 – Consent, Boundaries and Law Year 9 – Diverse Relationships Year 10 – Gaslighting and Emotional Abuse
ISR4. 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.	Year 7 – Healthy, Positive, Safe Relationships Year 8 – STIs and Sexual Health Year 8 – Condoms Year 10 – Unplanned Pregnancy and Choices Year 10 – Abortion Year 10 – Coercive, Controlling Relationships Year 10 – Gaslighting and Emotional Abuse Year 11 – Reproductive, Gynaecological Health and Fertility Year 11 – Parenting Costs and Considerations
ISR5. That some sexual behaviours can be harmful.	Year 8 – Consent, Boundaries and Law Year 8 – County Lines Year 9 – Pornography, Dangers and the Brain Year 9 – Sexual Harassment Year 10 – Stalking, Sexual Harassment and Law Year 10 – Porn, Sexual Ethics and Harmful Behaviour Year 10 – Coercive Controlling Behaviour Year 11 – Sextortion Year 11 – Virginity Testing and Hymenoplasty
ISR6. The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making	Year 8 – Contraception Year 8 – Condoms Year 8 – Sexual Health and STIs Year 10 – Readiness for Sex Year 11 – Responsible Health Choices Year 11 – Reproductive, Gynaecological Health and Fertility
ISR7. That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help.	Year 10 – Unplanned Pregnancy and Choices Year 10 – Abortion Year 11 – Reproductive, Gynaecological Health and Fertility Year 11 – Parenting Costs

ISR8. How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma	Year 8 – Sexual Health and STIs Year 8 – Condoms Year 8 – Contraception Year 10 – Readiness for Sex
ISR9. The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment.	Year 8 – Sexual Health and STIs Year 8 – Condoms Year 8 – Contraception Year 10 – Readiness for Sex Year 11 – Reproductive, Gynaecological Health and Fertility
ISR10. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour	Year 8 – Consent, Boundaries and Law Year 8 – Alcohol, Relationships and Risk Year 8 – County Lines Year 11 – Online Dating
ISR11. How and where to seek support for concerns around sexual relationships including sexual violence or harms.	Year 8 – Consent, Boundaries and Law Year 8 – County Lines Year 8 – Alcohol, Relationships and Risk Year 8 – Pornography, Danger and Risk Year 9 – Sexual Harassment Year 10 – Sexual Harassment, Stalking and Law Year 11 – Virginity Testing and Hymenoplasty
ISR12. How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment	Year 7 – FGM Year 7 – Media Literacy Year 8 – Contraception Year 8 – Sexual Health and STIs Year 8 – Condoms Year 9 – Health Advice Services Year 9 – Subcultures and Algorithms Year 10 – Body Image and Social Media Year 10 – Unwanted Pregnancy and Choices Year 10 – Porn, Sexual Ethics and Harmful Behaviour Year 10 – Abortion Year 11 – Virginity Testing and Hymenoplasty (signposting to useful external agencies, help and advice sites is also on all PowerPoints for all lessons for all topics)

New 2026 DfE RSHE Guidance for Being Safe Publishing Package	Lessons covering this in EC
How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent.	Year 7 – Positive, Safe Healthy Relationships Year 7 – Friendships and Fall-outs Year 7 – Romance and Falling in Love Year 8 – Consent, Boundaries and Law Year 9 – Diverse Relationships Year 10 – Readiness for Sex
That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others.	Year 7 – Friendships and Fall-outs Year 7 – Peer Pressure and Influence Year 7 – Romance and Falling in Love Year 8 – Consent, Boundaries and Law Year 9 – Sexual Harassment Year 10 – Stalking, Sexual Harassment and Law Year 10 – Coercive Controlling Relationships Year 10 – Gaslighting and Emotional Abuse Year 10 – Forced Marriage Year 11 – Mob Mentality and Criminal Behaviour
BS3. How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed.	Year 7 – Friendships and Fall-outs Year 7 – Online Grooming Year 7 – Stale Relationships, Commitment and Families Year 7 – Trust Year 7 – Media Literacy Year 8 – Cyberbullying and Online Trolls Year 8 – Consent, Boundaries and Law Year 9 – Health Advice Services Year 9 – Financial Exploitation and Online Fraud Year 9 – Sexual Harassment Year 10 – Gender Equality Year 10 – Deepfakes and Malicious AI Year 10 – Cybercrime and Illegal Online Behaviour Year 10 – Coercive and Controlling Relationships Year 10 – Gaslighting and Emotional Abuse Year 10 – Forced Marriage Year 10 – Stalking, Sexual Harassment and Law Year 10 - Obsessive Unwanted Repeated Behaviours Year 11 – Online Dating

	Year 11 – Sex and the Media
BS4. How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when	Year 7 – Online Grooming Year 7 – Trust Year 7 – Stereotypes and Prejudice Year 8 – Knife Crime Year 8 – County Lines Year 9 - Gambling and Risks Year 9 – Anti-social Behaviour Year 9 – Sexual Harassment Year 10 – Coercive Controlling Relationships Year 10 – Gaslighting and Emotional Abuse Year 10 – Forced Marriage Year 10 – Stalking, Sexual Harassment and Law
something doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions	Year 10 – LGBT Rights Year 11 – Personal Safety and Risk Year 11 – Online Dating Year 11 – Honour Violence Year 11 – Independent Travel
BS5. What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it.	Year 7 - FGM Year 8 – Consent, Boundaries and Law Year 8 – County Lines Year 10 – Coercive Controlling Relationships Year 10 – Gaslighting and Emotional Abuse Year 10 – Stalking, Sexual Harassment and Law

BS6. That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting.	Year 8 – Consent, Boundaries and Law Year 8 – County Lines Year 9 – Sexual Harassment Year 10 – Stalking, Sexual Harassment and Law Year 10 – Porn, Sexual Ethics and Harmful Behaviour Year 11- Deepfakes, Image Sharing and AI
BS7. The concepts and laws relating to sexual violence, including rape and sexual assault.	Year 7 - FGM Year 8 – Consent, Boundaries and Law Year 9 – Sexual Harassment Year 10 – Stalking, Sexual Harassment and Law
BS8. The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language.	Year 7 – FGM Year 8 – Consent, Boundaries and Law Year 8 – County Lines Year 9 – Sexual Harassment Year 10 – Stalking, Sexual Harassment and Law Year 11 – Offensive Language
BS9. The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour	Year 8 – Knife Crime Year 8 – Consent, Boundaries and Law Year 8 – County Lines Year 9 – Anti-social Behaviour Year 10 – Coercive Controlling Relationships Year 10 – Gaslighting Emotional Abuse Year 10 – Forced Marriage Year 11 – Virginity Testing and Hymenoplasty Year 11 – Honour Violence
BS10. That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed	Year 8 – Eating Disorders Year 8 – Self-harm Year 9 – Pornography, Dangers and the Brain Year 10 - Obsessive Unwanted Repeated Behaviours
BS11. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation	Year 7 – Online Grooming Year 8 – Knife Crime Year 8 – County Lines Year 9 – Financial Exploitation and Online Fraud Year 10 – Cybercrime and Illegal Behaviour Online Year 10 – Coercive Controlling Relationships Year 10 – Forced Marriage Year 11 – Virginity Testing and Hymenoplasty
BS12. The concepts and laws relating to forced marriage.	Year 7 – Marriage Year 10 – Forced Marriage Year 11 – Virginity Testing and Hymenoplasty
	Year 11 Honour Violence

BS13. The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible	Year 7 – FGM Year 11 – Virginity Testing and Hymenoplasty
BS14. That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death	Year 9 – Pornography, Dangers and the Brain Year 10 – Porn, Sexual Ethics and Harmful Behaviour
BS15. That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful.	Year 9 – Pornography, Dangers and the Brain Year 10 – Porn, Sexual Ethics and Harmful Behaviour Year 11 - Sextortion
BS16. How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault.	Year 7 – Friendships and Fall-outs Year 7 – Anti-bullying Focus Year 8 – Online Bullying and Large Group Chats Year 8 – Cyberbullying and Trolling Year 8 – County Lines Year 9 – First Aid and CPR Year 9 – Sexual Harassment Year 9 – Anti-social Behaviour Year 10 – Hate Crime Year 10 – Coercive Controlling Relationships Year 10 – Gaslighting and Emotional Abuse Year 11 – Personal Safety and Risk Year 11 – Virginity Testing and Hymenoplasty Year 11 – Honour Violence (signposting to useful external agencies, help and advice sites is also on all PowerPoints for all lessons for all topics)

